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ABSTRACT

A demographic, programmatic, and holistic examination of successful school and business/community partnerships in the southwestern United States is presented in this compendium. Following the introduction, the second section provides information on the demographic characteristics of partnerships, including total enrollment and student ethnicity, rural/urban settings, and the number and size of participating businesses. Section 3, on programmatic characteristics of partnerships, provides a brief overview of intended student outcomes, such as enrichment experiences, school-to-work experiences, equal education opportunities, and staff resources. Detailed profiles of 13 individual school partnerships, 29 districtwide partnerships, and 4 interdistrict partnerships are presented in the fourth section. (LMI)

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LEARNING TOGETHER:

EXAMPLES OF SCHOOL / BUSINESS / COMMUNITY PARTNERSHIPS

Al King

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September 25, 1986

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by
Al King

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LEARNING TOGETHER:
EXAMPLES OF
SCHOOL, BUSINESS, AND COMMUNITY
PARTNERSHIPS

I. Introduction

Many schools are being asked to do more with fewer resources. In a period of cost inflation and relatively less funding from federal and state governments, many communities have refused to raise taxes or pass bonds for school improvement. In the face of this, schools are asked to upgrade their quality of education. In response, an increasing number of schools are finding that local businesses and community organizations have important resources that they are willing to share with schools in order to help them improve. Over the past several years, these partnerships with businesses and community organizations have brought new funds, materials, equipment, and -- most importantly -- human resources, for schools to use in enhancing their quality of education.

These successful school and business/community partnerships borrow liberally from each other. Leaders of established partnerships seem always willing to share the benefits of their experience and expertise with newer partnerships. The purposes of this compendium are to: (1)speed up this process, to share brief information about some partnership ideas and activities that have worked, and (2)help develop a network in the five-state SEDL region (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas) by assisting you and other contact persons in getting in touch with each other.

The partnerships described here provide authentic examples of practices in a variety of different circumstances, with different goals and different strategies. Some of these involve students directly. Others involve teachers, administrators, and other school staff. Still others work at the school-district or multi-district level. The descriptions include demographic and programmatic information about the partnerships.

These partnerships can be examined three ways: demographically, programmatically, and more holistically. Section II, Demographic Characteristics of Partnerships includes total enrollment and ethnicity of students, rural/urban/suburban settings, number and size of businesses involved, chamber of commerce involvement, staff size and training, and any special budgets.

Section III, Programmatic Characteristics of Partnerships, provides a brief overview of **intended student outcomes**, such as enrichment experiences, school-to-work experiences, and equal educational opportunity. There is also information concerning **resources for school staff**, such as staff development, technical assistance, tutors/aides, speakers, curriculum, equipment and materials, and funds.

Section IV, Partnership Profiles includes a recapitulation of the demography and program of each partnership and provides information about how it functions. There is information on its **goals, key practices; benefits for students, staff, business/community partners, and the community; and what helps make the partnership successful.** One or more contact persons for the partnership are identified and their telephone numbers and addresses are provided for those who want more detail and other information.

Please remember, this compendium is meant to give ideas and contacts. More information is available from the contact persons. They are willing to develop networks. GET IN TOUCH! Discussions about collaborative partnerships are frequently synergistic, producing new ideas for everyone involved.

These partnerships were selected after nominations were solicited from a wide array of organizations and individuals who were known to have, or might possibly have, knowledge of partnerships in the five-state SEDL region. From the nominated partnerships and from those already identified, SEDL requested information. Some of the nominated partnerships did not respond to the requests. Most of the information was gathered by mail from the contacts for the partnerships. Supplementary information was gathered by telephone and site visits.

SEDL staff visited five sites to gather additional information from persons involved in partnerships there. One site in each state was selected on the basis of how many participating partnerships could be visited at or near that site. These sites were Albuquerque, Dallas, Little Rock, New Orleans, and Oklahoma City. These visits resulted in more information from more viewpoints than had been gathered by mail. The site visits also allowed follow-up questions and discussion. This enriched information is highlighted in the profiles of the partnerships.

Other partnerships, including those not represented here, would also yield rich information if it were possible to visit them and talk with persons involved in improving education in their schools. This abbreviated report can only provide some samples.

In addition to this publication, SEDL has two others on the subject of partnerships. Working with teams of partners in six states (Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas) for two years, SEDL produced a handbook titled **Models and Guidelines for Partnerships in Education** (1985, 81 pages). This contains information about topics related to starting, implementing, and expanding partnerships; costs and benefits; a context model; a strategic model; issues likely to be encountered; guidelines for dealing with theses issues; collaborative staff development; additional brief examples of partnerships; references; annotated bibliography; and whom to contact for more information. The **Models and Guidelines** is available from SEDL.

SEDL's **Synthesis of Information Relating to School and Business Partnerships** (February 28, 1986, 74 pages) is based on a thorough review of education and business literature. This literature covers topics on how partnerships can help students by providing them with incentives, enrichment and school-to-work experiences, and enhanced educational opportunities. There is also information on how partnerships can assist teachers, administrators, and other school staff be more effective in their roles of helping students learn. This includes sections on networking, technical assistance, and collaborative staff development. References for more information are included.

Please note: demographic and programmatic information is provided in order to give ideas or clues about what might work in other settings. It is not likely that what works for one partnership will work if transplanted "as is" into another partnership, however similar their demographics. **Some adaptation is required.**

There is wide demographic variety in these 46 partnerships. There are 20 years between the ages of the youngest and oldest partnerships. Presence of Anglo students is from 93% to 1%. Black enrollment varies from 80% to fewer than 1%. Three districts have an Hispanic enrollment of over 90%; six have over 80%. Sixteen of the sites have Asian student populations of as many as 5% of their total; 12 have enrollments of 2% through 5%.

II. Demographic Characteristics of Partnerships

Looking at these partnerships demographically should be useful to a search for productive school-improvement collaboration under certain conditions. Selection of the characteristics included here was based on information gathered from practitioners. Persons involved in partnerships -- most in the region, but some outside -- provided input about what they perceived as being the needs, interests, and concerns of partners and potential partners with regard to developing and implementing collaborative efforts.

Feedback from these partners suggested consideration of the seven demographic characteristics that head the exhibits on the next nine pages. These characteristics are: student ethnicity; rural, urban, or suburban setting; number of volunteer and paid partnership staff members; whether the staff has received training to implement the partnership; number and size (number of employees) of partner businesses; whether there is a chamber of commerce playing a role in the partnership; and if it has a special budget.

Some characteristics give clues about the human resources available to a sample partnership. If it has a number of business partners, an involved chamber of commerce, paid staff, and a special budget, that partnership has considerable resources to call on. But this should not discourage consideration of any sample activity as an idea that can be adapted for a new partnership. Resourcefulness and imagination are hallmarks of successful school and business/community partnerships. Some have to be more imaginative and resourceful than others. One option that districts with fewer resources may want to consider is multi-district partnerships, pooling resources with a nearby community.

Even smaller, isolated, or less wealthy districts -- as well as larger, urban, and districts with more resources -- should **consider training everyone directly involved in the partnership.** This training should go beyond orientation, at least into human relations and positive communication skills that help persons from different sectors of the community understand, trust, and work with each other. Potential sources for school, business, and community partnership training and technical assistance are state departments of education, chambers of commerce, state government, volunteer agencies, and professional education and business associations. Technical assistance for implementing partnerships is also available through SEDL on a contract basis.

For an overview of a partnership's program, see the last section III: **Programmatic Characteristics of Partnerships.** For example, to get an overview of programmatic information for Jones Vanguard/Shell Development Co. partnership in Houston, turn to Section III.A. Individual-School Partnerships, number 1. For more detail about a partnership as a whole and how it is implemented, consult the **Table of Contents, Partnership Profiles, Individual-School Partnerships**, number 1. This shows page numbers where the Jones Vanguard/Shell profile is located. The profile has additional information about its program and names of persons to contact for still more information.

To facilitate the review of characteristics of the partnerships, they are arranged in these categories according to their scope: **A. Individual School; B. District-wide; C. Multi-District.**

II. Demographic Characteristics

for

A. INDIVIDUAL-SCHOOL PARTNERSHIPS

Individual-school partnerships are usually part of a larger program, such as an adopt-a-school or join-a-school program. Partnerships that are exceptions to this are usually experimental, informal, and/or temporary. Certainly most, and maybe all, of these can be considered permanent. Beginning dates range from 1966 through 1985. Some of the 13 partnerships here are relatively new, but they are established programs. Despite their short track record, they provide ideas.

Among the 13 partnerships, there is a large range of ethnic representation. Because they are individual-school partnerships, 11 of the 13 had only one partner. Estancia (New Mexico) High School, the only rural partnership represented here, had two partners. The Page-Woodson Summer Academy in Oklahoma City had several, and some of those are likely to change for next summer. Next year, the Summer Academy might be classified as district-wide; plans call for two academies next summer. Whatever the Academy's classification, like the other partnerships, it provides some promising practices.

II. Demographic Characteristics

A. INDIVIDUAL-SCHOOL PARTNERSHIPS

DEMOGRAPHIC CHARACTERISTICS: INDIVIDUAL-SCHOOL PARTNERSHIPS

	Partnership	Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
			Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
1	Jones Vanguard/Shell Dev. Co., Houston; TX	'81								Sub		20				1			X
2	Sunset High School & Pegasus Co.; Dallas, TX	'83	25	30	40		5		Urb		.1	2	1				X	X	X
3	Jefferson Elem'y/Sanger Harris Join-A-School; Albuquerque, NM	'85	59.8	3.4	31.2	3.5	2.1		Urb			2		1					
4	McCollum High School/ Target '90/Goals for San Antonio; San Antonio, TX	'86	15	1	84				Urb		.5	.5				1		X	
5	Estancia High/Business Partnership; Estancia, NM	'85	50		50			Rrl					2				X	X	
6	HTB, Inc. & Northwest Classen High School; Oklahoma City, OK	'78							Urb					1			X		
7	Ethicon, Inc./San Jose Elem. Sch.; Albuquerque, NM	'82	10	5	82	3			Urb					1			X		X
8	Tenneco/Jefferson Davis High School; Houston, TX	'80	5	25	70				Urb		1	26				1	X	X	X
9	Contemporary Learning Center - IBM Cooperative Education; Houston, TX	'81	24.1	63.4	11.6	.2	.7		Urb		.5					1	X	X	

DEMOGRAPHIC CHARACTERISTICS: INDIVIDUAL-SCHOOL PARTNERSHIPS

	Partnership	Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
			Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
10	Belle Isle Secondary School-O.C. A-A-S-IBM-Kiwanis; Oklahoma City,OK	'66	50	40	8	2			Urb					2			X	X	
11	Page-Woodson Summer Academy; Oklahoma City,OK	'85	89	11						Sub	1		5	8	18	4		X	
12	F.P. Caillet Elem School & Frito Lay, Inc.; Dallas, TX	'78	27	15	55		3		Urb							X			X
13	VIPS/Horace Mann Junior High School; Little Rock, AR	'83	35	65					Urb		1	15	2					X	

II. Demographic Characteristics

for

B. DISTRICT-WIDE PARTNERSHIPS

There is a large variety of demographic conditions represented in these 29 partnerships. There are twenty years between the ages of the youngest and the oldest. Ethnicity also varies greatly. Black, and Hispanic enrollment respectively, range from being in the minority to large majorities (80 - 96%). Anglo enrollments range from 4 to 93%. Eleven districts have Asian student populations of 1% through 5%. Only one partnership includes rural schools. This may or may not be a representative proportion. It does appear that there may be proportionally more rural and isolated districts in the multi-district partnerships, sharing resources with urban and suburban schools, as is seen in II.B. Multi-District Partnerships.

About two-thirds of the district-wide arrangements have chambers of commerce involved. More than half ,18 of 29, report that there is a chamber of commerce in their program. More than half, also 18 of 29, report that their staff received training. Fourteen of the 29 have both chamber of commerce and training. Most of the 14 also have a relatively high proportion of the larger businesses and special budgets in their partnerships.

Remember, more information about the individual partnerships is provided in IV Partnership Profiles.

DEMOGRAPHIC CHARACTERISTICS: DISTRICT-WIDE PARTNERSHIPS

	Partnership	Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
			Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
1	Study Time Professor; Alexandria, LA	'81	55	45					Urb		4		6				X	X	X
2	Classmates, North Little Rock; AR	'85	61	39					Urb		.5		6				X	X	
3	Adopt-A-School; East Baton Rouge, LA	'81	50	50				Rrl	Urb	Sub	1		83				X	X	
4	Adopt-A-School; Pine Bluff, AR	'84	93	7						Sub		27	1						
5	Architecture Is Fun; Houston, TX	'82	17.6	43	36	1	3.3		Urb	Sub	.5	25	21	1			X	X	X
6	Business/School Partnership Program, VIPS; Houston, TX	'80	18	43	36	1	3		Urb		1.5		10	10	10	60	X	X	
7	Partners in Education; Midland, TX	'85	65	10	25				Urb		.5			2	1		X	X	
8	VIPS/Community Resource Bank; Houston, TX	'77	17.6	43	36	1	3.3		Urb		3		200+	400+	100+	100+	X	X	
9	Community Resource Bank; Galveston, TX	'84	81	11	5		3		Urb		1		61	12	3	2	X		
10	VIPS, West Orange-Cove Independent School District; Orange, TX	'77	58	39.4	1.6		1			Sub	.5		2	1		2		X	X

DEMOGRAPHIC CHARACTERISTICS: DISTRICT-WIDE PARTNERSHIPS

	Partnership	Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
			Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
11	Adopt-A-School; Corpus Christi, TX	'83	29	5	66				Urb		1			1	1	18	X		X
12	Edgewood ISD/Datapoint Corp; San Antonio, TX	'85	3	1	96				Urb								X		X
13	Adopt-a-School/Volunteer Program; Dallas, TX	'69	21	50	27	1	2		Urb		12	1	X	X	X	X	X	X	X
14	Science Academy of Austin; Austin, TX	'84	50	20	30				Urb										X
15	Adopt-A-School; Abilene, TX	'83							Urb		2						X		
16	Partners in Excellence; McAllen, TX	'84	13	1	86					Sub	1		22	37	7	12	X	X	
17	Adopt-A-School; Weslaco, TX	'84	4		96					Sub	1.5		22	10	5	2	X	X	X
18	Partners Project; VIPS & Wrightsville Prison; Little Rock, AR	'83	35	65					Urb		1	12					X	X	
19	Design A Learning Station in Space; Oklahoma City, OK	'85	49	38	6	4	3		Urb					1			X		
20	Adopt-A-School; Fort Worth, TX	'82	40	36	24				Urb		2	1	2	18	9	18	X	X	X

DEMOGRAPHIC CHARACTERISTICS: DISTRICT-WIDE PARTNERSHIPS

	Partnership	Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
			Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
21	Adopt-A-School Program; Lubbock, TX	'83	53	13	34				Urb		1						X	X	X
22	School/Business Partnership; Beaumont, TX	'78	39	56	3		2		Urb				3	1	3	12	X	X	
23	Spirit of Mr. Bingle; Baton Rouge, LA	'82	51	40	2	1	5		Urb			275+				1			
24	Dairy Queen Read-On-Athon; Oklahoma City, OK	'80	52	36	5	4	3		Urb		1		3				X		
25	Partnerships in Education Program; New Orleans, LA	'80	10	80	7		3		Urb		3		18	45	15	4			X
26	Austin Ind. School Dist. & American Society for Training & Development; Austin, TX	'85	50	20	30				Urb						1		X		
27	Los Alamos Schools' Volunteer Program; Los Alamos, NM	'83	80		20						1	600	50			1		X	
28	CHIPS; Baton Rouge, LA	,85	50	50					Urb								X	X	
29	Young Authors Creative Writing Program; Little Rock, AR	'83	35	65					Urb		1	8	2					X	

II. Demographic Characteristics

for

C. MULTI-DISTRICT PARTNERSHIPS

Collaborative arrangements involving two or more school districts are not as common as individual-school and district-wide partnerships. The number of multi-district collaboratives may be increasing as more becomes known about their benefits.

II. Demographic Characteristics

C. MULTI-DISTRICT PARTNERSHIPS

DEMOGRAPHIC CHARACTERISTICS: MULTIPLE-DISTRICT PARTNERSHIPS

	Partnership	Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
			Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
1	Your Public Schools... Expect the Best, Monroe City Schools, Ouachita Parish Schools, & Fifth Dist. Prof'l Center; West Monroe, LA	'83	65	35				Rrl	Urb	Sub	1		4	6	2	1	X(2)	X	X
2	Physical Science Project (12 pilot school districts 1985-87) & Texas Learning Technology Group	'85						Rrl	Urb	Sub	4					5		X	X
3	Coca Cola Valued Youth Program; San Antonio, TX	'84									2					1		X	X
	South San Antonio ISD		12.6	2.3	84.6	.2	.2		Urb										
	Edgewood ISD		2.4	3.4	94.0	.1	.1		Urb										
4	Partnerships in Education; El Paso ISD & Ysleta ISD; El Paso, TX	'85	1	24	70				Urb	Sub	2						X	X	X

III. Programmatic Characteristics of Partnerships

An overview of partnership programs can be useful in searching for collaborative activities that might be successful in meeting certain school-improvement goals and objectives. Characteristics identified in this compendium are based on information gathered from practitioners. Persons involved in partnerships provided input about what activities are used to accomplish their goals.

Outcomes for Students includes objectives with regard to enrichment and school-to-work experiences and equal educational opportunities. The Program Characteristics charts indicate which students are benefitted by a partnership's enrichment experiences, educationally disadvantaged (**Disad**), gifted and/or talented (**G/T**), limited English speaking (**Lang**), handicapped (**Hndcp**), or **All**, all students in the partnership school, grade level, program, or district, depending on the scope of the partnership.

Many partnership programs provide **Resources for School Staff**. The example partnerships provide staff development (**SD**), technical assistance (**TA**), tutors/aides (**Tutor/Aide**), summer jobs related to education (**Smr Jobs**), morale raising activities (**Morale**), curriculum revision (**Curric**), equipment and/or materials related to education (**Equip/Mtrs**), and funds (**Funds**).

Some partnerships provide **other** services or benefits for their school or district. Sometimes, whether a stated objective or not, business and/or community partners help increase public support (**Pub Supt**) for their education partners. This has evidently been a factor in some tax levies and bond elections to increase funding for schools, as well as positive attitudes and other less tangible support for them. More direct financial assistance comes from local education foundations (**Fndtn**). Warehouse facilities (**Warehouse**) are provided to contain and sometimes distribute donated equipment and materials. Relatively few partnership efforts are to benefit Rural schools (**Rural**). Many partners believe that their efforts are more effective because they have formal evaluation activities (**Evaluation**) built into their programs.

To facilitate the search for ideas and activities to fit specific conditions, which might include a given level of operation, these programs are arranged in three catagories according to levels of partnerships: A. Individual-School; B. District-Wide; and C. Multi-District.

For more detail about a partnership as a whole and how it is implemented, see the partnership's **Profile**. To find this, consult the **Table of Contents, III. Partnership Profiles**, then search under **A. Individual-School; B. District-Wide**; or **C. Multi District Partnerships**, depending on the level of that partnership. This will lead you to the page number for the partnership. The profile has additional information about its program, a recapitulation of its demography and program, and names of persons to contact for more information.

III. Programmatic Characteristics

of

A. INDIVIDUAL-SCHOOL PARTNERSHIPS

Program features of individual-school partnerships often vary greatly from one to another, even those within the same school district. A school's circumstances and partner's resources, as well as the human personalities involved, tend to make each partnership unique. Looking at a variety of partnerships can stimulate ideas for adaptation.

III. Programmatic Characteristics

A. INDIVIDUAL-SCHOOL PARTNERSHIPS

PROGRAM CHARACTERISTICS: INDIVIDUAL-SCHOOL PARTNERSHIPS

	Partnership	Outcomes for Students							Resources for School Staff									Other				
		Enrichment					Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	Eval-uation
		Disad	G&T	Lang	Hndcp	All																
1	Jones Vanguard/Shell Dev. Co.; Houston, TX		X								X		X		X	X						X
2	Sunset High Schools & Pegasus Co.; Dallas, TX	X				X	X	X		X	X		X	X		X	X	X				
3	Jefferson Elem'y/Sanger-Harris Join-A-School; Albuquerque, NM					X			X		X	X	X			X		X				X
4	McCollum High School/Target '90 Goals for San Antonio; San Antonio, TX					X	X		X	X	X		X	X		X	X	X				
5	Estancia High/Business Partnership; Estancia, NM	X				X					X		X	X				X	X			
6	HTB, Inc.& Northwest Classen High School; Oklahoma City, OK					X				X	X		X	X		X		X				X
7	Ethicon, Inc./San Jose Elem. Schl.; Albuquerque, NM					X					X		X	X		X						
8	Tenneco/Jefferson Davis Davis High School; Houston, TX	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X					X
9	Contemporary Learning Center - IBM Cooperative Education; Houston, TX					X	X	X														

PROGRAM CHARACTERISTICS: INDIVIDUAL-SCHOOL PARTNERSHIPS

	Partnership	Outcomes for Students							Resources for School Staff									Other				
		Enrichment					Sch-Work	Equal Oppor														Eval-uation
		Disad	G&T	Lang	Hndcp	Alt			SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
10	Belle Isle Secondary School-O.C. A-A-S-IBM-Kiwanis; Oklahoma City,OK				X		X	X		X	X		X	X		X	X					
11	Page-Woodson Summer Academy; Oklahoma City,OK					X	X						X		X							
12	F.P. Caillet Elem School & Frito Lay, Inc.; Dallas, TX	X				X		X			X		X	X		X	X					
13	VIPS/Mann Junior High School; Little Rock, AR	X				X		X			X				X							

III. Programmatic Characteristics

of

B. DISTRICT-WIDE PARTNERSHIPS

In their organizational formats, district-wide partnerships, especially adopt-a-school programs, tend to differ less one from another than do individual-school partnerships within the program differ from each other. But in their objectives and activities, district-wide collaboration efforts vary considerably.

Adopt-A-School partnerships are usually alliances with individual schools, but it is not unusual for school district offices or departments to be adopted. An example is the Austin Independent School District's staff development department, adopted by the local chapter of the American Society for Training and Development. Such collaboration is district wide in scope because it is open to teachers, administrators, and other school staff throughout the district.

Volunteers In Public Schools (VIPS) programs also tend to be district-wide. Compared to adopt-a-schools, VIPS specialize more in brokering volunteer human resources, of individuals or groups, and are more likely to make matches to meet needs anywhere in the district.

Some district-wide partnerships provide services to a group of students in more than one school. An example of this is the "Design a Learning Station in Space" project for all sixth graders in Oklahoma City Public Schools. Another is the "Study Time Professor" that provides services to educationally disadvantaged students and limited-English-proficiency students in Alexandria, Louisiana.

III. Programmatic Characteristics

B. DISTRICT-WIDE PARTNERSHIPS

PROGRAM CHARACTERISTICS: DISTRICT-WIDE PARTNERSHIPS

	Partnership	Outcomes for Students							Resources for School Staff										Other				
		Enrichment					Sch-Work	Equal Oppor															
		Disad	G&T	Lang	Hndcp	All			SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	Eval-uation
1	Study Time Professor; Alexandria, La.	X		X		X	X			X	X		X				X					X
2	Classmates; North Little Rock, AR					X			X	X	X	X		X		X	X	X	X	X		
3	Adopt-A-School; East Baton Rouge, LA	X	X			X			X	X	X		X	X		X				X	X	X
4	Adopt-A-School; Pine Bluff, AR		X			X			X	X	X		X			X						
5	Architecture Is Fun; Houston, TX	X	X		X	X		X	X				X			X						X
6	Business/School Partnership Program, VIPS; Houston, TX	X	X	X	X	X		X	X	X	X		X	X	X	X	X					X
7	Partners in Education; Midland, TX					X					X							X				X
8	VIPS/Community Resource Bank; Houston, TX	X	X	X		X		X	X	X			X	X	X			X				X
9	Community Resource Bank; Galveston, TX	X			X	X	X	X					X					X				X
10	VIPS, West Orange-Cove Independent School District; Orange, TX					X		X			X		X									X

PROGRAM CHARACTERISTICS: DISTRICT-WIDE PARTNERSHIPS

	Partnership	Outcomes for Students							Resources for School Staff									Other				Eval-uation
		Enrichment					Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
		Disad	G&T	Lang	Hndcp	AIT																
11	Adopt-A-School; Corpus Christi, TX	X			X	X		X			X			X		X		X				
12	Edgewood ISD/Datapoint Corp., San Antonio, TX					X					X		X					X		X		
13	Adopt-A-School/Volunteer Program; Dallas, TX	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X
14	Science Academy of Austin; Austin, TX					X	X	X	X	X	X	X	X	X	X	X		X		X		
15	Adopt-A-School; Abilene, TX		X			X					X		X					X				X
16	Partners in Excellence; McAllen, TX	X	X	X	X	X	X	X	X	X	X		X	X		X	X	X				
17	Adopt-A-School; Weslaco, TX	X	X	X	X	X	X	X			X		X			X		X				
18	Partners Project, VIPS & Wrightsville Prison; Little Rock, AR					X								X		X						X
19	Design A Learning Station in Space; Oklahoma City, OK					X					X		X									X
20	Adopt-A-School; Fort Worth, TX	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X

PROGRAM CHARACTERISTICS: DISTRICT-WIDE PARTNERSHIPS

	Partnership	Outcomes for Students							Resources for School Staff										Other				
		Enrichment					Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	Eval-uation
		Disad	G&T	Lang	Hndcp	ATT																
21	Adopt-A-School Program; Lubbock, TX					X			X	X	X		X	X	X	X	X					
22	School/Business Partnership; Beaumont, TX										X											
23	Spirit of Mr. Bingle; Baton Rouge, LA					X								X				X				
24	Dairy Queen Read-On-Athon; Oklahoma City, OK					X								X								
25	Partnerships in Education Program; New Orleans, LA	X				X	X	X	X	X	X		X	X		X	X	X				
26	Austin Ind. School Dist. & American Society for Training & Development; Austin, TX					X			X	X												
27	Los Alamos Schools' Volunteer Program; Los Alamos, NM					X			X	X	X	X	X	X		X		X				X
28	CHIPS; Baton Rouge, LA					X							X	X	X	X		X				
29	Young Authors Creative Writing Program, Little Rock, AR					X					X				X							

III. Programmatic Characteristics

of

C. MULTI-DISTRICT PARTNERSHIPS

Multi-district arrangements can be useful to two or more districts that want to make more effective use of their resources by sharing them. The alliances can be any combination of districts--rural, urban, and suburban--so long as their programmatic needs are met. Relative to other levels of partnerships, there are fewer multi-district arrangements. But there are examples in the SEDL region.

PROGRAM CHARACTERISTICS: MULTIPLE-DISTRICT PARTNERSHIP

	Partnership	Outcomes for Students							Resources for School Staff									Other				Evaluation
		Enrichment					Sch-Work	Equal Oppor														
		Disad	G&T	Lang	Hndcp	All			SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Trnsp	
1	Your Public Schools... Expect the Best; Monroe, LA	X				X	X	X	X	X				X		X		X				X
2	Physical Science Project (12 pilot school districts, 1985-87) & Texas Learning Technology Group	X	X			X	X	X	X	X					X	X		X				X
3	Coca Cola Valued Youth Program; San Antonio, TX	X		X				X	X	X			X	X	X	X	X				X	X
4	Partnerships in Education; El Paso ISD & Ysleta ISD; El Paso, TX					X	X			X	X	X	X	X		X	X					X

IV. Partnership Profiles

This section is composed of profiles of the sample partnerships. The purposes of each partnership are expressed in its **Goals**; **Students Addressed**; and **Benefits for Students**. The practices for fulfilling the purposes are described briefly in **Key Practices with Students**; **Key Practices and Benefits for Teachers, Administrators, and Other School Staff**; **Benefits for the School District** and an **Item Considered Instrumental in the Partnership's Success**. The profile also lists **Benefits for the Business/Community partner** and **Benefits for the Community**.

One or more **Contact Persons** are named and their telephone numbers and mail addresses are included in each profile. There is also a recapitulation of the partnerships **Demographic** and **Programmatic** characteristics at the beginning of each profile.

Most of the information included was gathered by mail and supplemented by telephone and five site visits. The information gained during site visits is indicated by an asterisk (*).

The profiles are categorized according to their level of organization:

A. Individual-School Partnerships,

B. District-Wide Partnerships,

C. Multi-District Partnerships.

IV. Partnership Profiles

of

A. INDIVIDUAL-SCHOOL PARTNERSHIPS

Collaboration between one school and one or more business or community partners is common. One of the major benefits of a one-to-one partnership is the special relationship that can be built over time. One Dallas principal said that her elementary school and company partner is not just a partnership but a relationship. This relationship is based on mutual respect, sensitivity for each other's needs and resources, and a healthy mutual pride in their collaborative efforts toward educational excellence.

Many of the contact persons who provided information about these examples talked about this special relationship, how valuable it is, and how it can be achieved only through time and working together effectively. Fortunately, these contact persons provide some insight into this working relationship and how to achieve it. They also have agreed to provide more information by telephone and mail. Information on how to REACH THE CONTACT PERSONS is included in the Profiles.

IV-A. Profiles INDIVIDUAL-SCHOOL PARTNERSHIPS

1. Jones Vanguard/Shell Development Company

Jones Vanguard High School
Houston Independent School District
Houston, Texas

Contact Person: Dr. Dan McGinty
Manager-Employee Relations
Shell Development Company
(713)663-2664
P. O. Box 481
Houston, Texas 77001

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'81								Sub		20				1			X

Outcomes for Students							Resources for School Staff									Other				Evaluation
Enrichment					Sch-Work	Equal Oppor														
Disad	G&T	Lang	Hndcp	All			SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Warehouse	Rural	
	X								X		X		X	X						X

a. GOALS

1. To increase support for teachers
2. To improve the environment for students
3. To provide role models for students
4. To counsel students about careers

b. ADDRESSES THESE STUDENTS

Gifted and talented

c. BENEFITS FOR STUDENTS

Learning experiences were enriched.

d. KEY PRACTICES FOR STUDENTS

Shell oil scientists taught courses, offered mini-lectures, and interacted with students.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Curriculum was developed/revised.
2. Equipment and materials were contributed.
3. Volunteer aides provided service.
4. Presentations were made in classrooms.

f. KEY PRACTICES WITH TEACHERS

1. The confidence of teachers was gained during time volunteers spent in school.
2. Budget was provided by the Shell Company Foundation.

g. BENEFITS TO THE BUSINESS

The partnership resulted in self satisfaction on the part of Shell scientists.

h. BENEFITS TO THE COMMUNITY

There was encouragement of students to pursue math and science education.

i. ITEMS CONSIDERED INSTRUMENTAL IN THE PARTNERSHIP'S SUCCESS

Sincere interest in helping students, and committed school district

2. Sunset High School and Pegasus Company
Dallas Independent School District
Dallas, Texas

Contact Persons: Mr. Richard Marquez
Principal
Sunset High School
(214)942-3121
2120 West Jefferson Street
Dallas, Texas 77208

Mr. Mark Housewright
Co-owner
Pegasus Company
(214)948-2900
210 West 10th Street
Dallas, Texas 75208

*All information about this partnership was collected during the SEDL site visit to Dallas.

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'83	25	30	40		5		Urb		.1	2	1				X	X	X

Outcomes for Students							Resources for School Staff									Other				Evaluation
Enrichment					Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
Disad	G&T	Lang	Hndcp	All																
X				X	X	X		X	X		X	X		X	X	X				

a. GOALS

1. To improve academic achievement
2. To reduce drop-out rate
3. To prepare students for vocations/careers

b. ADDRESSES THESE STUDENTS

1. Educationally disadvantaged
2. All

c. BENEFITS FOR STUDENTS

1. Academic skills were improved.
2. Learning experiences were enriched.
3. Self concept was enhanced.
4. Attendance was improved.
5. Educational opportunities were enhanced.
6. Drop-out rate was lowered.
7. Vocational/career skills were enhanced.
8. School-to-work transition experiences were provided.
9. Students' collective public image was improved.

d. KEY PRACTICES WITH STUDENTS

1. Pegasus recruited other businesses for annual two-day job fair that included clinics on how to get jobs.
2. Pegasus and other businesses provided part-time and summer jobs that allowed students to stay in school.
3. Partnership gave students responsibility for hosting job fairs and contacting businesses (that had been identified by Pegasus) that participated in it.
4. Pegasus (a full service advertising firm) gave students opportunities to learn graphic design, lay-out techniques, and other commercial art and printing skills.
5. Sunset High School principal, students, and Pegasus cooperated in designing and painting murals and other art projects to make the school more attractive and comfortable.
6. Partners cooperated in annual talent show to raise money for school projects.
7. Partners cooperated in building Halloween parade floats.
8. School's graduates returned to share experiences.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Morale was improved.
2. More was Learned about vocational/career opportunities for students.

3. They have more attractive and comfortable facilities.
4. Presentations were made in classes.
5. Material and equipment were contributed.

f. BENEFITS FOR THE BUSINESS

1. The employees had fun in many of the activities.
2. They have more skilled employees available.
3. Their public image is enhanced.

g. BENEFITS FOR THE COMMUNITY

1. Community spirit was revived.
2. Cooperation on community projects was increased.
3. Community image was enhanced in greater Dallas area.
4. There is less unemployment.

h. ITEMS INSTRUMENTAL IN THE PARTNERSHIP'S SUCCESS

1. Matching the personalities of the principal and business contact (DISD Community Relations Department staff member).
2. The right principal, assertive, organized, good administrator, takes risks to get students and community involved, good personality (Business contact).
3. People are more important than funds; they have to be committed, dependable, and let the school set objectives and decide roles of persons involved.

3. JEFFERSON MIDDLE SCHOOL, SANGER HARRIS DEPARTMENT STORE, CAREER GUIDANCE INSTITUTE and JOIN-A-SCHOOL

Albuquerque, New Mexico

Contact Persons: Mrs. Marilyn Zanetti
Principal
Sandia High School
(505)294-1511
7801 Candelelaria NE
Albuquerque, New Mexico 87110

Mr. Jim Baxendale
Manager
Sanger Harris Department Store
(505)888-5790
100 Coronado Center
Albuquerque, New Mexico 87106

Mr. T. J. Fjelseth
Director of Education
Greater Albuquerque Chamber of Commerce
(505)842-0220
PO Box 25100
Albuquerque, New Mexico 87125

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'85	59.8	3.4	31.2	3.5	2.1		Urb			2		1					

Outcomes for Students							Resources for School Staff									Other				Evaluation
Enrichment					Sch-Work	Equal Oppor														
Disad	G&T	Lang	Hndcp	All			SD	TA	Tutor/ Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/ Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
				X			X		X	X	X			X		X				X

a. GOALS

1. To work with the School Improvement Team to identify ways and means of providing support for the over-all goals of the school.
2. To underscore the value placed upon high expectations and student achievement.
3. To contribute to the further development of a positive school climate for students and staff.

b. ADDRESSES THESE STUDENTS

1. Educationally disadvantaged
2. All

c. BENEFITS FOR STUDENTS

1. Academic skills were improved.
2. Learning experiences were provided.

d. KEY PRACTICES WITH STUDENTS

1. For tutoring, Sanger Harris employees were matched with students needing academic assistance.
2. Shadow Days were held to give students and interested staff an opportunity to observe various retail occupations at the store.
3. A Career Fair was held to promote career awareness for students.
4. Guest speakers made presentations appropriate to units-of-study.
5. Olympics of the mind were held and awards were made.
6. Certificates were given to students after each nine weeks to recognize: academic improvement, perfect attendance, and straight A grades.
7. Awards were presented each June for outstanding achievement in scholastics, attendance, and service.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Staff development was provided.
2. Morale was improved.
3. Material was contributed.
4. Service of volunteer aides was provided.
5. Presentations were made in class.
6. Summer jobs were provided.
7. Expertise in fund-raising for school project development was provided.

8. *Fashion show and discount coupons for purchases in the store.

f. KEY PRACTICES WITH SCHOOL STAFF

A "Memorandum of Understanding," designed by the Greater Albuquerque Chamber of Commerce Career Guidance Institute, was developed by the school and business to form their Join-A-School Partnership. This included a Brief Description, Major Objectives, list of Programs to be Implemented, Service and/or Funding to be Provided, Approximate Number of People to be Involved for each part of the program, Program Staff Responsibilities, and Evaluation procedures. This was signed by the principal, coordinator of the School Improvement Team, and company representative.

g. BENEFITS TO THE BUSINESS

1. Staff morale was enhanced.
2. *Fashion show and discount coupons for school staff made profit for the store.
3. *Students brought parents to the store to shop.

h. ITEMS CONSIDERED AS INSTRUMENTAL IN THE PARTNERSHIP'S SUCCESS

1. Positive communication and common philosophical basis for educational pursuits (principal)
2. Everyone involved should enjoy the partnership and be enthusiastic (store representative)

4. MCCOLLUM/TARGET 90 PARTNERSHIP

McCollum High School
San Antonio, Texas

Contact Person: Ms. Dora Salinas
District Manager - Community Relations
(512)377-5925
10100 Reunion Place, Room 235
P.O. Box 2780
San Antonio, Texas 78299

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'86	15	1	84				Urb		.5	.5				1		X	

Outcomes for Students							Resources for School Staff									Other				Evaluation
Enrichment					Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Warehouse	Rural	
Disad	G&T	Lang	Hndcp	All																
				X	X		X	X	X		X	X		X	X	X				

a. GOALS

1. To enhance secondary and elementary education through improvement of basic educational skills.
2. To broaden the learning perspective through exposure to the world of work.
3. To afford business representatives an understanding of our educational system.
4. To encourage a unified community effort in support of education at the secondary level and below.

b. ADDRESSES THESE STUDENTS

1. Educationally disadvantaged
2. Gifted and talented
3. All

c. BENEFITS TO STUDENTS

1. Academic skills were improved.
2. Learning experiences were enriched.
3. Equal educational opportunity was enhanced.
4. Self concept was enhanced.
5. Attendance was improved.
6. Drop-out rate lowered.
7. Vocational/career skills improved.
8. School-to-work transition experiences provided.

d. KEY PRACTICES FOR STUDENTS

1. Science demonstration, entitled "Gateway to the Information Age," was presented to all students at an assembly.
2. An employee made a presentation to a shorthand class on the importance of shorthand in the business world.
3. Two company speakers presented programs on Stress and Relaxation and Home Security to the faculty during a teacher in-service.
4. The company donated the following equipment to the school: 10 file cabinets, 21 microfiche viewers, 5 desks, 11 chairs, 3 work tables, 5 typewriters.
5. A Career Fair was held for graduating seniors to show them how to properly fill out job application forms/resumes and how to conduct themselves at job interviews. In addition, representatives from various departments explained their particular job functions. Question and answer sessions were then held.
6. The company held a reception for the high school faculty and a tour of the company's facilities. Keynote addresses were given to motivate and encourage teachers.

7. Ten scholarships for the 1985 annual Youth Freedom Forum were provided to students by the company.

8. A faculty task force from the high school and representatives from the company met to discuss and plan a fully computerized high school. Through contributions from the organization and their community relations team ($5,000), the school is now in the process of purchasing a computer. The "gifted and talented" senior students will provide programming.

9. Twenty-five company employees are involved in tutoring an equal number of freshmen and sophomore students that have failed one or more courses. This team is called "Communications Cowboys". Each tutor has adopted one student. Often times the tutor calls the student at home to check on his or her progress.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Staff development was provided.
2. Grants or other funding provided.
3. Morale improved.
4. Equipment contributed.
5. Service as volunteer aides provided.
6. Presentations in classrooms provided.

f. BENEFITS FOR THE SCHOOL DISTRICT

A community warehouse for contributed material and equipment was established.

g. BENEFITS FOR THE BUSINESS

1. Education/training for staff was provided
2. Facilities for meetings was provided
3. Entertainment for staff was provided
4. Employee/staff morale was improved.

h. BENEFITS FOR THE COMMUNITY

The partnership encouraged students to get an education, thus improving their quality of life standards. Welfare and juvenile delinquency should diminish in the district.

i. ITEM CONSIDERED INSTRUMENTAL IN THE PARTNERSHIP'S SUCCESS

The $5,000 donation ($3,000 provided by the local community relations team, with the balance provided by the corporate headquarters). The computer that was purchased is providing essential computer literacy skills to a large number of high school students.

5. ESTANCIA HIGH BUSINESS PARTNERSHIP
Estancia, New Mexico

Contact Person: Mrs. Carolyn Renteria
Principal
(505) 384-2344
P. O. Box 68
Estancia, New Mexico 87016

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'85	50		50			Rrl					2				X	X	

Outcomes for Students							Resources for School Staff									Other				Evaluation
Enrichment																				
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
X				X					X		X	X				X	X			

a. GOALS

1. To encourage more business and community involvement
2. To improve the quality of education
3. To identify common resources and better utilize them

b. ADDRESSES THESE STUDENTS

1. Educationally disadvantaged
2. Special Education
3. All

c. BENEFITS FOR STUDENTS

1. Academic skills improved.
2. Learning experiences were enriched.
3. Self concept was enhanced.
4. Vocational/career skills improved.

d. KEY PRACTICES FOR STUDENTS

1. Rotary Club recognizes students at each quarter; these students give the club's program for the week.
2. Public Library and EHS Library have an exchange system for books and a Book Fair.
3. Bank and insurance companies helped prepare students for vocational competition.
4. The Chamber of Commerce and the special education instructor installed a program in which the Chamber helped special education students obtain repair work for pay.
5. Local churches and the Police Department provided drug education assemblies for students.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Morale was improved.
2. Service as volunteer aides was provided.
3. Presentations in classrooms were provided.

f. KEY PRACTICES FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

As we are an extremely small rural community, it was easy to get the message out. We have had good response.

g. BENEFITS FOR THE SCHOOL DISTRICT

1. Public support was obtained.
2. An educational foundation was established.

h. KEY PRACTICES FOR THE SCHOOL DISTRICT

Telephone contacts were made.

i. BENEFITS FOR THE COMMUNITY

1. There is more business and community involvement.
2. The quality of education was improved.
3. Public relations were increased.
4. Common resources were identified and better utilized.

j. ITEM CONSIDERED INSTRUMENTAL IN THE PARTNERSHIP'S SUCCESS

The general enthusiasm of everyone involved.

6. NORTHWEST CLASSEN HIGH SCHOOL, HTB, INC., and OKLAHOMA CITY ADOPT-A-SCHOOL

Oklahoma City, Oklahoma

Contact Persons:
Mr. Tony Scott
Assistant Coordinator
(405)942-5551
Northwest Classen High School
2801 Northwest 27th
Oklahoma City, Oklahoma 73107

Ms. Laure Vaught
Assistant Coordinator, Corporate Committee
HTB, Inc.
(405)525-7451
1411 Classen Blvd.
Oklahoma City, Oklahoma 73114

Mr. Robert Zienta
Director, Community Affairs
Oklahoma City Public Schools
(405)272-5522
900 North Klein Street
Oklahoma City, Oklahoma 73106

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'78							Urb					1			X		

Outcomes for Students							Resources for School Staff									Other				Eval-uation
Enrichment					Sch-Work	Equal Oppor														
Disad	G&T	Lang	Hndcp	All			SD	TA	Tutor/ Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/ Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
				X				X	X		X	X		X		X				X

a. GOALS

1. To help ensure quality educational opportunities for all young people.
2. To provide incentives for young people to learn.
3. To recognize achievements of students, staff, and citizens.
4. To improve mutual understanding education's role in the community.

b. ADDRESSES THESE STUDENTS

All

c. BENEFITS FOR STUDENTS

1. Learning experiences were enriched.
2. School to work transition experiences were provided.

d. KEY PRACTICES WITH STUDENTS

1. There were monthly presentations by HTB architects in schools.
2. There were field trips for drafting and design students to building sites.
3. There were donations of varying resources to students.
4. There was recognition of senior boy and girl who had displayed outstanding academic performance.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Morale was improved.
2. Materials were contributed.
3. Services as volunteer aides were provided.
4. Presentations in classrooms were provided.
5. Technical assistance was provided.

f. BENEFITS FOR THE BUSINESS

Employee morale was improved.

g. BENEFITS FOR THE COMMUNITY

A general understanding between business and schools and a mutual understanding of goals of educational excellence was created.

h. ONE ITEM CONSIDERED INSTRUMENTAL IN YOUR PARTNERSHIP'S SUCCESS

The long relationship. HTB was one of the first business partners to become involved in the program.

7. EAST SAN JOSE ELEMENTARY SCHOOL, ETHICON, INC., CAREER GUIDANCE INSTITUTE, and JOIN-A-SCHOOL

Albuquerque, New Mexico

Contact Persons: Mr. Eddie Lucero
Principal
(505)345-3661
Griegos Elementary School
1620 Van Cleve, NW
Albuquerque, New Mexico 87107

Ms. Martha Grey
Personnel Manager
Ethicon, Inc.
(505)768-5200
PO Box 26202
Albuquerque, New Mexico 87125-6202

Mr. T. J. Fjelseth
Director of Education
Greater Albuquerque Chamber of Commerce
(505)842-0220
P. O. Box 25100
Albuquerque, New Mexico 87125

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'82	10	5	82	3			Orb					1			X		X

Outcomes for Students							Resources for School Staff									Other				
Enrichment					Sch-Work	Equal Oppor														Eval-uation
Disad	G&T	Lang	Hndcp	All			SD	TA	Tutor/ Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/ Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
				X					X		X	X		X						

a. GOALS

1. To promote student achievement through employee participation in school activities.
2. To provide limited financial support for developing educational programs and activities.
3. To promote good employee and community relations through partnership projects.

b. ADDRESSES THESE STUDENTS

1. Educationally disadvantaged.
2. Gifted and talented.
3. All students.

c. BENEFITS TO STUDENTS

1. Academic skills were improved.
2. Learning experiences were enriched.
3. Self concept was enhanced.
4. Attendance was improved.

d. KEY PRACTICES FOR STUDENTS

1. Plaques were awarded to students for their achievement in science and speech, and attendance stimulated student participation.
2. Ethicon provided funds for books that were placed in the school library for use by all children and in individual classrooms as incentive awards to help stimulate the children to develop reading skills.
3. Ethicon provided "Great Books" and subscriptions for magazines that encouraged children to read for pleasure.
4. Tutoring for one first grade child grew into a big sister adoption program that is expected to grow and help students even more than it already had.
*Big Sister and Big Brother program on weekends allowed the kids to see some of the "outside world." They had been limited to school, home, and the route in between.
5. Ethicon (a Johnson and Johnson Company) staff served as judges for the school's Science Fair.
*While judging the fairs, the company employees got a very positive view of the students and told other employees about it.
6. Company staff painted the school's playground equipment.
7. *Ethicon paid employees when they went to the school during business hours, even when the company was busy with back orders.
8. Christmas turkeys were provided in baskets for needy families.
9. Three of the school's August orientation sessions were held

in the company's conference room.
10. *Employees would come to the school and talk one-to-one with students. This helped enhance their self concept. It took three years for this to get going; at first parents were not sure this was a good idea. So parents and employees lunched and talked together until comfortable with each other.
11. *The PTA and Ethicon cooperated in our Student of the Month program. The PTA took a picture of the student. The picture went into a packet with an award ribbon and school supplies provided by Ethicon. This costs Ethicon $250 a year.
12. *The PTA and Ethicon also cooperated in the Reading is FUNdamental program. The PTA made the commitment for the program, and Ethicon funded it with $1,000 a year to Join-A-School.
13. *The school and PTA sponsor a project of Christmas baskets for needy families. Ethicon donates gift certificates for turkey, ham, or other meat.
14. *From the first Christmas employees bought a 30-foot tree for the students. After the second year of partnership, the employees knew the students and wanted to do more. So rather than exchange Christmas gifts among themselves, they bought gifts for each student. This is an example of how the partnership grew as it went.
16. *The president of the company allowed students to come into the plant to sell fund-raising candy.
17. *The business contact person brought the students and teachers into the plant. Employees got a chance to know them, and it made them feel more important. When they left the plant, students were given an apple and a package of "trail mix."
18. *Ethicon provides incentives for gifted students, especially in science. Individual students are paired with an employee who, among other things, takes the student to lunch in the Ethicon cafeteria. This is great for their self concept.
19. *Incentives were provided for all students. Laminated certificates were awarded to individual students for some accomplishment.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER SCHOOL STAFF

1. Morale was improved.
2. Equipment was contributed.
3. Material was contributed.
4. Presentations were made in classrooms.

f. BENEFITS TO THE BUSINESS

1. Students sang Christmas carols and presented other entertaining programs.
2. *PTA showed its appreciation to the employees by giving them school T-shirts.
3. Employee morale was improved.

g. BENEFITS FOR THE COMMUNITY

An Ethicon spokesperson said that the company believes it is "responsible to the community in which we live and work. As a corporate citizen we encourage civic improvements and better education in our schools. Our participation in the Join-A-School program can only enhance students' abilities to contribute to the community as future employees, leaders, and citizens."

h. ITEMS THAT COULD BE CONSIDERED AS INSTRUMENTAL IN THE PARTNERSHIP'S SUCCESS

1. Enthusiastic support from Ethicon employees and the school principal for the partnership. (Business representative)
2. *Lots of interaction. Took three years to really get the partnership going. (Principal)

8. JEFFERSON DAVIS HIGH SCHOOL AND TENNECO CORPORATION
Houston, Texas

Contact Person: Jo Ann Swinney
Director, Community Affairs
(713)757-3930
Tenneco, Inc.
P. O. Box 2511
Houston, Texas 77001

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'80	5	25	70				Urb		1	26				1	X	X	X

Outcomes for Students							Resources for School Staff									Other				Eval-uation
Enrichment					Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
Disad	G&T	Lang	Hndcp	All																
X	X	X	X	X	X	X	X	X	X		X	X	X	X	X					X

a. GOALS

1. To reduce school drop-outs
2. To increase academic proficiency scores
3. To increase attendance
4. To provide a positive view of work in general, and business in particular

b. ADDRESSES THESE STUDENTS

1. Educationally disadvantaged
2. Gifted and talented
3. Handicapped
4. Limited English proficient
5. All

c. BENEFITS FOR STUDENTS

1. Academic skills were improved.
2. Learning experiences were enriched.
3. Equal educational opportunities were enhanced.
4. Self concept was enhanced.
5. Attendance was improved.
6. Drop-out rate was lowered.
7. Vocational/career skills were improved.
8. School-to-work transition experiences were provided.

d. KEY PRACTICES FOR STUDENTS

1. Classroom Tutoring: Through company release time (2 hours per week), volunteers work either one to one, in small groups or instruct an entire class.
2. Special Projects: Volunteers work with science or history projects, act as judges at the science or history fair, essay contests, math competitions, etc.
3. Mentorship Program: 110 volunteers hosted students for a day of Career Shadowing at Tenneco in 1985-1986. Another 50 are on-going mentors and role models serving as big brothers helping students relate to the business world and develop career objectives.
4. Junior Achievement: An applied Economics class is offered at the school with a Tenneco volunteer conducting the class.
5. Explorer Post: An Engineering Explorer Post is sponsored and conducted by a Tenneco coordinator and volunteer advisors for

6. Leadership Institute: 100 students attended a four day conference on goal setting, communications, problem-solving, self-esteem, and leadership development at the University of Houston-Downtown Campus. In 1985, 85 students attended the Leadership program at Prairie View A&M.
7. Scholarships: Two, 4-year, $2,500 renewable scholarships are offered to graduating seniors who plan to major in business.
8. Community Service Involvement: Through Wesley Community Center's Young Volunteers in ACTION program, students are encouraged to earn 20 hours of community service volunteer hours.
9. Tenneco Summer Jobs/Training Program: In 1986, 130 students are selected through the Communities in Schools program to participate in the Summer Jobs Program which is funded by Tenneco. These students are placed in over 50 non-profit agencies - city government offices, educational facilities, and include cultural, civic, health, and education. Since 1983, approximately 400 students have been placed in summer jobs.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Staff development was provided.
2. Curriculum was developed/revised.
3. Grants or other funding was provided.
4. Morale was improved.
5. Equipment was contributed.
6. Service as volunteer aides was provided.
7. Presentations in classrooms were provided.
8. Technical assistance was provided.

f. KEY PRACTICES FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Approximately 200 Tenneco employees have been involved in either direct classroom tutoring, mentoring, and/or special projects.
2. Volunteer Involvement Funds provided equipment, books, maps, field trips, etc., as additional aides in the classroom.
3. Teacher appreciation luncheons and gift certificates for teacher of the month were awarded.
4. Computer consultation was provided through volunteer involvement.

g. BENEFITS FOR THE SCHOOL DISTRICT

The partnership provided financial and human resources support to an inner-city school plagued with high drop-out rate, high absenteeism, and low academic achievement where the majority of the students are from economically disadvantaged homes.

h. KEY PRACTICES FOR THE SCHOOL DISTRICT

1. In 1984, Tenneco hosted a Texas Partnerships in Education Conference to help establish more business and school partnerships in HISD and throughout the state.
2. Tenneco's Director of Community Affairs serves on the Chamber of Commerce Partnerships in Education Task Force to increase the number of partnerships in Houston.
3. Tenneco provided funds to publish HISD's training manual for Volunteers in Public Schools.
4. Tenneco provided scholarships for principals to attend the Principal's Center Summer Academy in leadership and management at Texas A&M and Harvard University.
5. Tenneco hosted three HISD teachers in a week-long American Idea Seminar.
6. Tenneco sponsored a Chair of Free Enterprise at the University of Texas for one HISD teacher.
7. Tenneco provided teacher incentive awards.
8. Tenneco provided speakers not only to the Business/School Partnership, but to other HISD schools.

i. BENEFITS TO THE BUSINESS

1. Education/training for staff is provided.
2. Employee/staff morale was improved.

j. BENEFITS FOR THE COMMUNITY

1. Academic proficiencies were increased from 19% in 1982 to 24% in 1984 to 45% in 1986 of students passing with 70% or greater score.
2. Absenteeism decreased - attendance is up from 88% to 94.5%
3. More productive, independent adults are provided.

k. ITEM CONSIDERED INSTRUMENTAL IN THE PARTNERSHIP'S SUCCESS

High level management support of the program is instrumental in obtaining cooperation from supervisors for release time for their employees to tutor in the school, attend special functions, etc. Also, through additional funding the school is able to provide scholarships, teacher incentives, management training, etc., that would not be possible without upper management support.

9. Contemporary Learning Center/IBM Corporation
Houston, Texas

Contact Person: Ms. Pam Lucia
Systems Representative
IBM Corp.
(713)940-2300
Two Riverway
Houston, Texas 77056

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'81	24.1	63.4	11.6	.2	.7		Urb		.5					1	X	X	

Outcomes for Students							Resources for School Staff									Other				Evaluation
	Enrichment																			
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Warehouse	Rural	
				X	X	X														

a. GOALS

1. To provide educational offering that is not presently available in the school environment
2. To make students aware of careers in data processing that do not require a college education
3. To provide limited training in those careers so they can experience the job

b. ADDRESSES THESE STUDENTS

All

c. BENEFITS FOR STUDENTS

1. Learning experiences were enhanced.
2. Self concept was enhanced.
3. Vocational/career skills were improved.
4. School-to-work transition experiences were provided.

d. KEY PRACTICES FOR STUDENTS

Twelve students were selected from the junior and senior classes who have a serious interest in data processing who are not presently planning to attend college. One day a week (for 12 weeks), they are brought to IBM to learn about and experience careers in data processing that do not require a college education. Thirty-six instructors run lectures and labs on five different career areas over the 12 weeks. The careers are: (1) junior programmer, (2) data entry, (3) word processing, (4) computer operator, and (5) customer engineer. When they are done with the program, they should be able to determine what career they would want to follow.

e. BENEFITS FOR BUSINESS

1. Results were a better awareness of who IBM is.
2. There will be a better educated public in the future on benefits of automation.
3. There will be fuller employment so less burden on society.

f. BENEFITS FOR THE COMMUNITY

There will be better opportunities for employment for these students.

g. ITEM CONSIDERED INSTRUMENTAL IN THE PARTNERSHIP'S SUCCESS

Management

10. BELLE ISLE SECONDARY SCHOOL (FOR THE MULTIPLE HANDICAPPED), IBM, KIWANIS, AND ADOPT-A-SCHOOL

Oklahoma City, Oklahoma

Contact person: Mr. Orel Peak
Principal
Belle Isle Secondary School
(405)843-0888
5904 North Villa Street
Oklahoma City, Oklahoma 73112

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'66	50	40	8	2			Urb					2			X	X	

Outcomes for Students							Resources for School Staff									Other				Eval-uation
Enrichment					Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
Disad	G&T	Lang	Hndcp	All																
				X		X			X		X									X

a. GOALS

To provide equal educational opportunities for handicapped secondary students.

b. ADDRESSES THESE STUDENTS

Handicapped secondary students

c. BENEFITS FOR STUDENTS

1. Academic skills were improved.
2. Learning experiences were enriched.
3. Self concepts were enhanced.
4. Attendance was improved.
5. Drop-out rate was lowered.
6. Vocation/career skills improved.

d. KEY PRACTICES FOR STUDENTS

1. IBM donated $4,000 for equipment.
2. Writing to Read program was implemented.
3. Campus was beautified.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Funding was provided.
2. Morale was improved.
3. Equipment and materials were contributed.
4. Presentations in classrooms were provided.

f. KEY PRACTICES FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. They were trained to work with handicapped students and their parents.
2. Funds and human resources were provided.

g. BENEFITS TO THE BUSINESS

Employee morale was improved.

h. BENEFITS TO THE COMMUNITY

There are more productive citizens.

i. ITEMS CONSIDERED INSTRUMENTAL TO THE PARTNERSHIP'S SUCCESS

1. Honest and open communication between all partners
2. Early contacts with business
3. Have to sell the program

11. PAGE-WOODSON SUMMER ACADEMY
Oklahoma City, Oklahoma

Contact persons: Ms. Jonna Holford
Community Education Facilitator
Oklahoma City Public Schools
(405)272-5522

and

Mr. Bob Zienta
Director of Community Affairs
Oklahoma City Public Schools
(405)272-5522

and

Ms. Saundra Vallejo
Coordinator
School Volunteers/Adopt-A-School
Oklahoma City Public Schools
(405)272-5522

at

900 North Klein Street
Oklahoma City, Oklahoma 73106

*All of this information was collected during a site visit.

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'85	89	11						Sub	1		5	8	18	4		X	

Outcomes for Students							Resources for School Staff									Other				Evaluation
	Enrichment																			
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
X			X	X		X			X			X		X		X				

a. GOAL

To offer enriched learning experiences to the children of parents who work in the state capitol complex and the Health Sciences Center.

b. ADDRESSES THESE STUDENTS

Children 6-12 years old

c. BENEFITS FOR THE STUDENTS

1. They had opportunities to improve skills in math, reading, writing, science, computers, and history.
2. They learned more about the city.
3. They were exposed to different career opportunities.

d. KEY PRACTICES FOR STUDENTS

1. Parent involvement was stressed. They worked in the same part of the city; they could bring their children to school as early as 6:30 a.m.; they signed their children out by 5:30 pm.; most lived in the suburbs and had long rides together twice a day; and parents were invited to join their children for lunch and on field trips.
2. There were numerous field trips to interesting places, such as:
    - -Oklahoma Blood Institute
    - -Cowboy Hall of Fame
    - -Firefighters Museum
    - -Oklahoma Historical Society Building
    - -General Motors plant
    - -Mummers Theatre
3. Most of the transportation and costs of admission were donated.
4. There was a wide variety of guest speakers who were interesting to the children.

e. BENEFITS FOR TEACHERS AND ADMINISTRATOR

1. Equipment and material were contributed.
2. Presentations in classrooms were provided.
3. Summer employment was provided.

f. KEY PRACTICES FOR TEACHERS AND ADMINISTRATOR

They received one week of staff development.

g. BENEFITS TO THE SCHOOL DISTRICT

1. It generated revenue for the Community Education program.
2. Positive media attention was given to the school district.

h. ITEMS CONSIDERED INSTRUMENTAL IN THE PARTNERSHIP'S SUCCESS

1. Don't be afraid to ask businesses and community organizations; tell them the kids will get something out of it.
2. Involve top people; for example the Chief State School Officer wrote a cover letter for the program's requests for assistance.
3. There is excitement for everyone in the program; teachers, secretaries, and janitors - they will all "go that extra mile."

12. F. P. CAILLET ELEMENTARY SCHOOL
and FRITO-LAY, INC.
Dallas, Texas

Contact persons: Dr. Ouida Ploeger
Principal
F. P. Caillet Elementary School
(214)352-9729
3033 Merrell Road
Dallas, Texas 75229

Ms. Kay Crozier
Frito-Lay, Inc.
(214)351-7000
P. O. Box 35034
Dallas, Texas 75235

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'78	27	15	55		3		Urb							X			X

Outcomes for Students							Resources for School Staff									Other				Eval-uation
	Enrichment																			
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/ Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/ Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
				X					X		X					X		X		

a. GOAL

To help provide enrichment experiences for the students

b. ADDRESSES THESE STUDENTS

1. Educationally disadvantaged
2. All

c. BENEFITS FOR THE STUDENTS

1. Academic skills were improved.
2. Learning experiences were enriched.
3. Equal educational opportunity was enhanced.
4. Self concept was enhanced.
5. Attendance was improved.

d. KEY PRACTICES FOR STUDENTS

1. Reading is FUNdamental program provided books that children would not have had. (In 1981, F. P. Caillet was the RIF School of the Year, because of the successful involvement of Frito Lay employees.)
2. Volunteer Frito-Lay employees, many of whom were former teachers, provided tutoring.
3. Student tours of the business partner's facilities provided them with opportunities to see a work environment where new products begin, as well as how they are produced and distributed.
4. Employees helped with Science Fairs.
5. A Computer Math Project extended students' education into interactive instruction via computers.
6. The "I'm On My Way Up at Caillet" program rewarded children who demonstrated improvement in grades, attendance, etc., but who were not included in the "PERFECT" program.
7. The "PERFECT" program recognized students who achieved perfect attendance and grades of "A" in key subjects.
8. Frito-Lay purchased the "I am Somebody" film to reinforce the school's program to build up the students' self concept.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Funding was provided.
2. Morale was improved.
3. Service as volunteer was provided.
4. Presentations in class were made.
5. Field trips were conducted.

f. BENEFITS TO THE BUSINESS

1. Employee morale improved.
2. Entertainment was presented.

g. ITEM CONSIDERED INSTRUMENTAL IN THE PARTNERSHIP'S SUCCESS

There were a special relationship and a trust that developed over the years. The school and business were in near enough proximity that many employees could participate at the school.

13. VIPS/MANN JUNIOR HIGH LAUBACH READING PROGRAM

Little Rock, Arkansas

Contact person: Ms. Ann Brown
Coordinator
Volunteers in Public Schools
Little Rock Public Schools
(501)666-1515
3805 West 12th
Little Rock, Arkansas 72204

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'83	35	65					Urb		1	15	2					X	

Outcomes for Students							Resources for School Staff									Other				Eval-uation
Enrichment					Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
Disad	G&T	Lang	Hndcp	Alt																
X				X		X			X				X							

a. GOALS

1. To enhance the reading skills of students in the junior high school.
2. To develop a model for reading improvement.
3. To help close a generation gap.

b. ADDRESSES THESE STUDENTS

1. Educationally disadvantaged
2. All

c. BENEFITS FOR STUDENTS

1. Reading skills improved two grade levels in four months.
2. Equal educational opportunities were enhanced.
3. Self concepts were enhanced.
4. They were more comfortable with older adults.

d. KEY PRACTICES FOR STUDENTS

1. VIPS collaborated with the Pulaski County Literacy Council, pairing volunteers, trained in the Laubach method of teaching reading, with a group of students whose reading skills were significantly below grade level.
2. Older adults, especially retired teachers, were recruited;
3. Volunteers were trained for interrelating with the students in the program.
4. Students progressed through the program at their own pace.
5. Students made a contractual commitment to the program.
6. The program was an extension of rather than a replacement for the usual reading program.

e. BENEFITS FOR TEACHERS

1. Curriculum was developed.
2. Volunteers tutored students.
3. Students improved in reading.

f. BENEFITS FOR THE SCHOOL DISTRICT

1. Obtained a model for teaching reading.
2. Received favorable national attention when the National School Volunteer Program awarded the reading program Second Place in its Intergenerational Category in 1984.

g. BENEFITS FOR THE VOLUNTEERS

They received the satisfaction of helping students improve in reading skills.

h. ITEM CONSIDERED INSTRUMENTAL IN PARTNERSHIP'S SUCCESS

Close collaboration between teachers, Literacy Council, and VIPS.

IV. Partnership Profiles

of

B. DISTRICT-WIDE PARTNERSHIPS

Adopt-a-school/join-a-school is evidently the most popular form for collaborative programs. There are alternative forms, and their numbers are increasing rapidly. What is most important are the persons in the organization and how they use whatever human and other resources are within reach. This may be limited only by imagination.

One program has recruited a plastic surgeon, who is now committed to performing surgery on two needy students per year. In another city, Dairy Queen has undertaken the task of encouraging every public school student to read more. One program counseled more than 1300 high risk students last year. In another community, seven groups and organizations who are concerned about children and their learning have formed a Coalition Helping In Public Schools for more effective use of their resources. Teams of sixth graders have designed learning stations in space. The director of a partners in education program recruited prison inmates to help improve reading skills of elementary school pupils. Some partners are raising community spirits as well as those of the schools.

The list goes on. It may be endless as more partnerships get underway. If you have questions about the efforts briefly described here, there are contact persons with answers. But more importantly, as you talk with them, the chances are good that you will both get new ideas.

IV-B. Profiles DISTRICT-WIDE PARTNERSHIPS

1. Study Time Professor (STP)

Contact Person: Mr. Joel Mabrey
Executive Director
(318)442-4524
P. O. Box 543
Alexandria, Louisiana 71309

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'81	55	45					Urb		4		6				X	X	X

Outcomes for Students							Resources for School Staff									Other				Evaluation
Enrichment																				
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/ Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/ Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
X		X		X	X			X	X		X				X					X

a. GOALS

1. To prevent student involvement with law enforcement
2. To provide low income youth an opportunity to achieve their potential
3. To provide computer education training to low income students

b. ADDRESSES THESE STUDENTS

1. Educationally disadvantaged
2. Limited English proficient (refugee children)

c. BENEFITS FOR STUDENTS

1. Academic skills were improved.
2. Learning experiences were enriched.
3. Equal educational opportunity was enhanced.
4. Self concept was enhanced.
5. Attendance was improved.
6. Drop-out rate was lowered.
7. Vocational/career skills were improved.
8. School-to-work transition experiences were provided.
9. Income to referrals was provided by Rent-A-Kid.
10. Fun and recreation was provided.

d. KEY PRACTICES WITH STUDENTS

Our approach has been caring about children. Each staff member is trained to reach out to the young people of our community. Our staff is available 40 hours per week (during early afternoon and evening hours). We are located within walking distance of low income children and they have access to use the program.

Using rewards for volunteerism, certificates and emphasizing participation, we have served over 1300 high risk children this past year.

Computer education, educational assistance, woodworking, photography, etc., and recreational activities are emphasized in the program.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Service of volunteer aides are provided.
2. Presentations are made in classrooms.
3. When the home environment is lacking, teachers can ask for help from Boys' Club staff. We will visit and give feedback on

students to teacher.

f. KEY PRACTICES WITH TEACHERS AND OTHER STAFF

There is a legitimate referral source for teachers concerned about low income students.

g. BENEFITS TO THE BUSINESS

1. Facilities for meetings were provided.
2. Entertainment was provided.

h. BENEFITS FOR THE SCHOOL DISTRICT

1. An alternative to delinquency is provided. When students are expelled from school they face law enforcement involvement. We ask the schools to notify us if a youngster is suspended.
2. The effort was funded initially by the Louisiana State Commission on Law Enforcement; referral network was built during this time.
3. The School Superintendent and Attendance Officers served on Partnership Board of Directors.

i. BENEFITS FOR THE COMMUNITY

1. Young people are given every chance to obtain an education.
2. There are fewer law enforcement problems with young people.

i. ITEMS CONSIDERED INSTRUMENTAL IN THE PARTNERSHIP'S SUCCESS

1. Upfront leadership by the local superintendent of Parish schools
2. Support from attendance officer; support of judges and law enforcement agencies

2. CLASSMATES: A SCHOOL/BUSINESS PARTNERSHIP PROGRAM
North Little Rock, Arkansas

Contact Person: Mrs. Scharmel Bolling
Coordinator of Informational Services
North Little Rock School District
(501)758-1760
P. O. Box 687
North Little Rock, Arkansas 72115

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'85	61	39					Urb		.5		6				X	X	

Outcomes for Students							Resources for School Staff									Other				Evaluation
	Enrichment				Sch-Work	Equal Oppor	SD	TA	Tutor/ Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/ Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
Disad	G&T	Lang	Hndcp	All																
				X			X	X	X	X		X		X	X	X	X	X		

a. GOALS

1. To share resources between the education and business community
2. To build a relationship between the education and business community
3. To improve image of public education

b. ADDRESSES THESE STUDENTS

1. Educationally disadvantaged
2. All

c. BENEFITS FOR STUDENTS

1. Academic skills were improved.
2. Learning experiences were enriched.
3. Equal educational opportunity was enhanced.
4. Self concept was enhanced.
5. Attendance was improved.
6. Drop-out rate was lowered.
7. Vocational skills were improved.

d. KEY PRACTICES FOR STUDENTS

1. Presentations were made in classrooms.
2. Students were offered tutoring.
3. Incentives were offered to promote attendance and achievements.
4. Field trips were sponsored.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Staff development was provided.
2. Grants or other funding was provided.
3. Morale was improved.
4. Equipment was contributed.
5. Materials were contributed.
6. Services as volunteer aides were provided.
7. Presentations in classrooms was provided.
8. Technical assistance was provided.
9. Summer jobs for school staff were provided.

f. BENEFITS FOR THE SCHOOL DISTRICT

1. Public support is obtained.
2. An educational foundation was established.
3. A community warehouse for contributed material and equipment was established.

g. BENEFITS FOR BUSINESS

1. Education/training for business staff was provided.
2. Facilities for meetings were provided.
3. Entertainment for business staff was provided.
4. Employee morale was improved.

3. ADOPT-A SCHOOL
East Baton Rouge, Louisiana

Contact Person: Mr. Carl Gebhart
Director
(504)925-1247, Ext 237
2928 College Drive
Baton Rouge, Louisiana 70808

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'81	50	50				Rrl	Urb	Sub	1		83				X	X	

Outcomes for Students							Resources for School Staff									Other				Evaluation
Enrichment					Sch-Work	Equal Oppor														
Disad	G&T	Lang	Hndcp	All			SD	TA	Tutor/ Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/ Mtrls	Funds	Pub Supp	Fndtn	Warehouse	Rural	
X	X			X			X	X	X		X	X		X				X	X	X

a. GOALS

1. To have every school adopted
2. To have a working adoption going in each school
3. To evaluate and plan with the goal in mind of improving each adoption

b. ADDRESSES THESE STUDENTS

1. Educationally disadvantaged
2. Gifted and talented
3. All

c. BENEFITS FOR STUDENTS

1. Academic skills were improved.
2. Learning experiences were enriched.
3. Equal educational opportunity was enhanced.
4. Self concept was enhanced.
5. Attendance was improved.
6. Drop-out rate was lowered.
7. Vocational skills were improved.
8. School-to-work transition experiences were provided.

d. KEY PRACTICES FOR STUDENTS

Students were made to feel wanted.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Staff development was provided.
2. Morale was improved.
3. Equipment was contributed.
4. Service as volunteer aides was provided.
5. Presentations in classrooms were provided.
6. Technical assistance was provided.

f. BENEFITS FOR THE SCHOOL DISTRICT

A community warehouse was established for contributed material and equipment.

g. BENEFITS FOR THE BUSINESS

1. Facilities for meetings were provided.
2. Entertainment for business staff was provided.

h. BENEFITS FOR THE COMMUNITY

1. Personal gratification will be gained from giving time and talent.
2. Our community will profit because the student entering the work force will be better prepared
3. The community is able to pay back for the opportunity they received from gaining an education.
4. It lets the community know that you support public education and you stand behind it.

4. ADOPT-A-SCHOOL PROGRAM

Pine Bluff School District
Pine Bluff, Arkansas

Contact Person: Mr. Jerry Lybrand
Assistant Superintendent
(501)247-2196
889 West Holland
Pine Bluff, Arkansas 71602

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'84	93	7						Sub		27	1						

Outcomes for Students							Resources for School Staff									Other				Eval-uation
	Enrichment																			
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
	X			X			X	X	X		X			X						

a. GOALS

1. To provide scientific information and support
2. To instill interest in the students in the scientific areas

b. ADDRESSES THESE STUDENTS

1. Gifted and talented
2. All

c. BENEFITS FOR STUDENTS

1. Academic skills were improved.
2. Learning experiences were enriched.
3. Vocational/career skills were improved.

d. KEY PRACTICES FOR STUDENTS

The partnership provided guest speakers, field trips and resource committees.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Staff development was provided.
2. Equipment was contributed.
3. Materials were contributed.
4. Presentations in classrooms were provided.
5. Field trips were provided.

f. KEY PRACTICES FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

The Pine Bluff Arsenal was eager to provide assistance to schools.

g. BENEFITS TO BUSINESS

Staff morale was improved.

h. BENEFITS TO THE COMMUNITY

1. A better understanding of the total role the arsenal plays in the community (jobs, community support, etc.) was provided.
2. The students were provided with information concerning career possibilities.

i. ITEM CONSIDERED INSTRUMENTAL TO PARTNERSHIP'S SUCCESS

The vast expertise and resources that the arsenal has made available to our district.

5. ARCHITECTURE IS FUN
Houston, Texas

Contact Person: Ms. Martha Murphree
Executive Director
American Institute of Architects
(713)622-2081
20 Greenway Plaza #246
Houston, Texas 77046

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'82	17.6	43	36	1	3.3		Urb	Sub	.5	25	21	1			X	X	X

Outcomes for Students							Resources for School Staff									Other				Evaluation
	Enrichment																			
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Warehouse	Rural	
X	X		X	X		X	X				X			X						X

a. GOALS

1. To increase awareness of the built environment
2. To develop appreciation for good design

b. ADDRESSES THESE STUDENTS

1. Educationally disadvantaged
2. Gifted and talented
3. Handicapped
4. Limited English proficient students

c. BENEFITS FOR STUDENTS

1. Learning experiences were enriched.
2. Self concept was enhanced.
3. Attendance was improved.

d. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Materials were contributed.
2. Presentations in classrooms were provided.

e. KEY PRACTICES FOR TEACHERS

A workshop for teachers is presented in the summer.

f. BENEFITS FOR BUSINESS

Education/training for staff was provided.

g. BENEFITS FOR THE COMMUNITY

Parents, teachers, and children come to look at the physical environment with new eyes.

h. *ITEM CONSIDERED INSTRUMENTAL IN THE PARTNERSHIP'S SUCCESS*

The creativity of architect and teacher in designing a program to meet the needs of the class

6. VOLUNTEERS IN PUBLIC SCHOOLS (VIPS)
Houston, Texas

Contact Person: Ms. Terry Chauche
Director
Business/School Partnership Program
Houston Independent School District
(713)626-2950
3830 Richmond Avenue
Houston, Texas 77027

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'80	18	43	36	1	3		Urb		1.5		10	10	10	60	X	X	

Outcomes for Students							Resources for School Staff									Other				Eval-uation
Enrichment																				
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
X	X	X	X	X		X	X	X	X		X	X	X	X	X					X

a. ADDRESSES THESE STUDENTS

1. Educationally disadvantaged
2. Gifted and talented
3. Handicapped
4. Limited English proficient

b. BENEFITS FOR STUDENTS

1. Academic skills were improved.
2. Learning experiences were enriched.
3. Equal educational opportunity was enhanced.
4. Self concept was enhanced.
5. Attendance was improved.
6. Drop-out rate was lowered.
7. Vocational/career skills were improved.
8. School-to-work transition experiences were provided.

c. KEY PRACTICES FOR STUDENTS

Activities included tutoring, adjunct-teacher, presentations, how-to-get-job skills, state-of-the-art advice, field trips, internships, shadowing, summer jobs, rewards for teachers and teaching managerial skills. Business volunteers were sought for their expertise, the motivation they provide, the role models they are, the individual attention they give, and increased understanding between the world of business and the world of education.

d. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Staff development was provided.
2. Curriculum was developed/revised.
3. Grants or other funding was provided.
4. Morale was improved.
5. Equipment was contributed.
6. Materials were contributed.
7. Service as volunteer aides was provided.
8. Presentations in classrooms were provided.
9. Technical assistance was provided.
10. Summer jobs for school staff were provided.

e. BENEFITS FOR THE SCHOOL DISTRICT

1. Public support was obtained.
2. Business people were role models and motivators.

f. BENEFITS FOR BUSINESS

1. Education/training for staff was provided.
2. Facilities for meetings were provided.
3. Entertainment for staff was provided.
4. Employee/staff morale was improved.
5. Fringe benefits for business employees were provided.
6. Public relations for business resulted.
7. Better future employees will result.

7. PARTNERS IN EDUCATION
Midland, Texas

Contact Persons: Ms. Becky Ferguson and
Ms. Molly Bedrich
Communications Coordinators
Midland Independent School District
(915)682-8611
702 North N
Midland, Texas 79701

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'85	65	10	25				Urb		.5			2	1		X	X	

Outcomes for Students							Resources for School Staff									Other				Eval-uation
	Enrichment																			
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/ Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/ Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
				X					X							X				X

a. GOALS

1. To provide business expertise and role models for students
2. To increase business support for schools

b. ADDRESSES THESE STUDENTS

All

c. BENEFITS FOR STUDENTS

1. Academic skills were improved.
2. Learning experiences were enriched.
3. Self concept was enhanced.

d. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

Volunteer aides provided services.

e. BENEFITS FOR THE SCHOOL DISTRICT

Public support was obtained.

f. BENEFITS FOR BUSINESS

Employee/staff morale was improved.

g. ITEM INSTRUMENTAL TO THE PARTNERSHIP'S SUCCESS

Chamber of Commerce support

8. VIPS/COMMUNITY RESOURCE BANK
Houston, Texas

Contact Person: Mrs. Carol Rone
Coordinator, Community Resource Bank
Volunteer Services
Houston Independent School District
(713)626-2950
3830 Richmond
Houston, Texas 77027

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'77	17.6	43	36	1	3.3		Urb		3		200+	400+	100+	100+	X	X	

Outcomes for Students							Resources for School Staff									Other				Eval-uation
	Enrichment																			
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
X	X	X		X		X	X	X			X	X	X			X				X

a. GOALS

1. To enrich the basic instruction by utilizing speakers from the community and businesses
2. To provide knowledgeable speakers for HISD staff/classrooms upon written request
3. To provide a service to teachers for enrichment by scheduling speakers when requested
4. To improve school/community relations

b. ADDRESSES THESE STUDENTS

1. Educationally disadvantaged
2. Gifted and talented
3. Handicapped
4. Limited English proficient
5. All

c. BENEFITS FOR STUDENTS

1. Learning experiences were enriched.
2. Equal educational opportunity was enhanced.
3. Self concept was enhanced.
4. Vocational/career skills were improved.

d. KEY PRACTICES FOR STUDENTS

The VIPS/CRB provided knowledgeable speakers, on the requested topic, to enrich and enhance the educational experience of all students Pre K - 12.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Staff development was provided.
2. Curriculum was developed/revised.
3. Morale was improved.
4. Presentations in classrooms were provided.
5. Technical assistance was provided.
6. Presentations for faculty meetings were provided.
7. Presentations for enriching general instruction were provided.
8. Speakers for clubs/organizations within HISD were provided.

f. KEY PRACTICES FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

These activities were used to recruit speakers:

1. Letters to large companies, clubs, organizations, etc.
2. Personal contact by phone
3. Referrals by individuals, companies, etc.
4. Brochure in libraries

g. BENEFITS FOR THE SCHOOL DISTRICT

Public support was obtained.

h. BENEFITS FOR BUSINESS

1. Education/training for staff was provided.
2. Employee/staff morale improved.

i. ITEMS INSTRUMENTAL IN THE SUCCESS OF THE PARTNERSHIP'S SUCCESS

1. Personal contact by CRB staff in scheduling speakers for HISD teachers
2. Scheduling speakers for teachers, so they do not have to spend their valuable time looking for a resource person

9. COMMUNITY RESOURCE BANK
Galveston, Texas

Contact Person: Ms. Sheryl Leonard
Coordinator of Volunteers
Galveston Independent School District
(409) 765-9366
P. O. Drawer 660
Galveston, Texas 77553

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'84	81	11	5		3		Urb		1		61	12	3	2	X		

Outcomes for Students							Resources for School Staff									Other				Eval-uation
	Enrichment																			
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
X			X	X	X	X					X					X				X

a. GOALS

To provide additional resources to classroom teachers

b. ADDRESSES THESE STUDENTS

All

c. BENEFITS FOR STUDENTS

Learning experiences were enhanced.

d. BENEFITS FOR TEACHERS

Presentations were made in classrooms.

e. KEY PRACTICES FOR TEACHERS

1. Coordinator recruits volunteers from:
   - business and professional organizations
   - service organizations
   - church groups
   - etc.
2. Volunteers' names and topics put on file
3. Teachers have only the list of topics to choose from
4. Teacher selects topic and sends form to coordinator
5. Coordinator sends teacher the name of speaker for that topic
6. Teacher contacts speaker about subject matter, audio-visual material, etc.
7. Coordinator provides evaluation form for teacher
8. Coordinator sends to the speakers confirmation of date and time, helpful guidelines, and a one page evaluation form
9. Teacher evaluates presentation and returns form to coordinator
10. Teacher and speaker evaluations are considered carefully in order to improve the process and presentations

10. VOLUNTEERS IN PUBLIC SCHOOLS

West Orange Cove Independent School District
Orange, Texas

Contact Person: Mrs. Sherry Combs
Coordinator of Volunteer Services
(409) 883-0674, Ext 218
P. O. Box 1107
Orange, Texas 77630

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'77	58	39.4	1.6		1			Sub	.5		2	1		2		X	X

Outcomes for Students							Resources for School Staff									Other				Eval-uation
Enrichment					Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
Disad	G&T	Lang	Hndcp	All																
				X		X			X		X									X

a. GOALS

1. To enrich the educational opportunities offered to students in the West Orange-Cove District.
2. To give teachers aid in non-professional tasks.
3. To give parents and community opportunity to participate in the educational process.
4. To improve public relations by making the community aware of the good things happening "at school."

b. ADDRESSES THESE STUDENTS

All

c. BENEFITS FOR STUDENTS

1. Academic skills were improved.
2. Learning experiences were enhanced.
3. Self concept was enhanced.
4. Vocational skills were improved.

d. KEY PRACTICES FOR STUDENTS

1. There is a mentor program that gives students a pre-college view of the field they are planning to pursue.
2. Professionals in their field give students advanced information.

(Students are always surprised that someone is willing to spend time with them outside of class and that a business person is enthused about motivated students.)

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Service as volunteer aides was provided.
2. Presentations in classrooms were provided.

f. BENEFITS FOR THE SCHOOL DISTRICT

1. Public support is gained.
2. A computer system (PFS File and Report software) keeps records of information about volunteers.

g. BENEFITS FOR BUSINESS

1. Business is given an opportunity to participate in training future employees.
2. Business gets a better view of the educational process.

11. ADOPT-A-SCHOOL
Corpus Christi, Texas

Contact Person: Dr. Henry A. Santana
Coordinator of Community Involvement Services
(512) 888-7911, Ext. 345
801 Leopard
Corpus Christi, Texas 78403

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'83	29	5	66				Urb		1			1	1	18	X		X

Outcomes for Students							Resources for School Staff									Other				Eval-uation
	Enrichment																			
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/ Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/ Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
X			X	X		X			X			X		X		X				

a. GOALS

1. To enrich and reinforce curriculum
2. To motivate students
3. To develop student skills

b. ADDRESSES THESE STUDENTS

1. Educationally disadvantaged
2. Handicapped
3. All

c. BENEFITS FOR STUDENTS

1. Academic skills were improved.
2. Self concept was enhanced.
3. Attendance was improved.
4. Drop-out rate was lowered.
5. Vocational/career skills were improved.
6. School-to-work transition experiences were provided.

d. KEY PRACTICES FOR STUDENTS

1. Business provides opportunities for first hand experience in business settings.
2. Employees tutor students.
3. Business sponsors special interest clubs and activities.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Morale was improved.
2. Equipment was contributed.
3. Materials were contributed.

f. BENEFITS FOR THE SCHOOL DISTRICT

Public support was obtained.

g. BENEFITS FOR THE BUSINESS

1. Facilities for meetings were provided.
2. Entertainment was provided.

h. ITEM INSTRUMENTAL IN THE PARTNERSHIP'S SUCCESS

Open communication between school and business

12. Edgewood Independent School District/ Datapoint Corporation

San Antonio, Texas

Contact person: Joseph T. Deosdade
Senior Manager, Human Resources
(512) 699-7817
9725 Datapoint Drive, P-o2
San Antonio, Texas 78284

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'85	3	1	96				Urb								X		X

Outcomes for Students							Resources for School Staff									Other				
	Enrichment																			
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	Eval-uation
				X					X		X					X		X		

a. GOALS

1. To introduce the student to the private sector
2. To identify individuals who have potential to contribute to this corporation
3. To help teachers enhance their awareness of the manpower requirements of the private sector; to provide teachers with the opportunity to enhance/obtain new skills

b. ADDRESSES THESE STUDENTS

All

c. BENEFITS FOR STUDENTS

1. Learning experiences were enriched.
2. Self concept was enhanced.
3. School-to-work transition experiences were provided.

c. KEY PRACTICES FOR STUDENTS

1. A shadow program allows students to spend time with employees who work in those areas of interest to the individual.
2. Substitute teachers allow teachers to participate in other career enhancement activity.
3. Plant/facility tours provide tours of various manufacturing and marketing facilities.
4. A scholarship program provides annual scholarship monies for students of the Edgewood ISD.

d. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Services as volunteer aides were provided.
2. Presentations in classrooms were provided.

e. KEY PRACTICES FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

We solicited support/input from various officers of the corporation so as to ensure that interested employees had the opportunity to participate in the Program.

f. BENEFITS FOR THE SCHOOL DISTRICT

1. Public support was obtained.
2. A community warehouse for contributed material and equipment was established.

g. BENEFITS FOR THE BUSINESS

1. Education/training for staff was provided.
2. Employee/staff morale improved.

h. BENEFITS FOR THE COMMUNITY

It brought two distinct populations together.

i. ITEM CONSIDERED INSTRUMENTAL TO THE PARTNERSHIP'S SUCCESS

In order for Partnerships to produce long term benefits, they must remain very flexible relevant to their structure. As the requirements of both the educational and private sectors change, so must the management of the partnership.

13. Dallas Adopt-A-School/Volunteer Program
Dallas, Texas

Contact persons: Mr. Larry Ascough
Assistant to the Superintendent - Communications

and

Ms. Bobbie Foster
Director
Community Relations Department

at

Dallas Independent School District
(214)824-1620 ext 483
Box 40
3700 Ross Avenue
Dallas, Texas 75204

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'69	21	50	27	1	2		Urb		12	1	X	X	X	X	X	X	X

Outcomes for Students							Resources for School Staff									Uther				Eval-uation
	Enrichment																			
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				X

a. GOALS

To obtain public support for, understanding of, and resources for the school through a broad and diversified program of community involvement.

b. ADDRESSES THESE STUDENTS

1. Educationally disadvantaged
2. Gifted and talented
3. Handicapped
4. Limited English proficient
5. All

c. BENEFITS TO STUDENTS

1. Academic skills were improved.
2. Learning experiences were enriched.
3. Educational opportunity was enhanced.
4. Self concept was enhanced.
5. Drop-out rate was lowered.
6. Vocational/career skills were improved.
7. School-to-work transition experiences were provided.

d. KEY PRACTICES WITH STUDENTS-- EXAMPLES

1. *Assisted with implementation of "Communities in Schools," a new state and locally funded program with a large volunteer component, in Maple Lawn Elementary, Rusk Middle, and North Dallas High Schools. The goal is to address the problem of student drop-outs by identifying potential candidates and giving them personal support.

2. In the "Executive Assistants" project, students in the upper 10-20% of their classes are selected to take a one-semester "sabbatical" to serve as special assistants to senior officers in business, civic organizations, government, and the arts. Volunteers from these agencies work closely with talented youngsters as interns in the "real world."

3. In the "Health Special" projects, three major service groups provide help in meeting needs of pregnant students. The National Council of Jewish Women helps in the intake process, in the clinic, in tutoring, in assisting with child development classes, and in follow-up after students return to their home schools.

*Zeta Phi Beta Sorority sends volunteers to staff their boutique where students can shop for maternity and layout items at low prices. Students are given incentives to achieve perfect attendance. Resource speakers provide information and tutoring in all subjects. Delta Sigma Theta Sorority has formed a new after-school project that pairs professional women with students in a friend-and-advocate role.

4. The "Special Education Rewarding Volunteer Effort" (SERVE) program involves many volunteers from various segments of the community in tutoring, swimming classes, trips to museums, puppet shows, ice skating, and the Junior/Senior Prom.

5. The "Listener Project," now six years old, is in 14 DISD schools and involves more than 100 volunteers from organizations including the Texas Coalition for Juvenile Justice and the Junior League of Dallas. Training for volunteers and recruitment are crucial to the program.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. They received staff development, course work, more expertise and skills.
2. Curriculum was revised/developed.
3. Grants and other funding was provided.
4. Morale was improved.
5. Equipment and materials were donated.
6. Schools were served by volunteer aides.
7. Presentations were made in classrooms.
8. Staff received technical assistance and consulting.

f. KEY PRACTICES FOR TEACHERS AND OTHER STAFF

1. They received companies' expertise through seminars and training programs. The Dallas Chamber of Commerce and business community sponsor advanced academic training in the "Dallas Business Seminars for Teachers." For example, Rockwell International holds The Emerging Technologies in Telecommunications seminar.
2. They were provided workshops on business techniques for career teachers and counselors.
3. They received incentive awards and appreciation ceremonies for exceptional performance and achievements.
4. Includes outstanding teacher activities in company newsletters.
5. The Adopt-A-School/Volunteer staff and the chamber of commerce recruit businesses, organizations, individuals, et al. to participate in providing the resources.
6. Evaluation by the principal is important.
7. *Positive Parents provides school information to realtors and to families who change schools within the district and who are new to the district.

8. *Positive Parents provide Mini Grants as "seed money" to schools to carry out public relations projects in their neighborhoods.
9. *Positive Parents sponsor Communications Seminars in which media, other businesses, and other organizations educates local schools about procedures and possibilities for public relations.
10. *Positive Parents conducts a public monthly "Apple Award" to outstanding teachers and other school staff.
11. *The eight Dallas area chambers of commerce host a Welcome to New Teachers at the beginning of each school year.
12. *The Dallas area chambers of commerce and business and other partners sponsor a "Hats off to Dallas Teachers" week that includes public service announcements, receptions, and other public recognition. Dallas merchants take part in a "Gold Card" discount program for teachers.

g. OBSTACLES OVERCOME IN PROVIDING RESOURCES FOR STAFF

Program participants often needed to be fully informed of the various levels of commitment, i.e. any resource is welcome and counted as a partnership.

h. BENEFITS TO THE SCHOOL DISTRICT

*The program obtains public support for the district by promoting greater understanding of the quality and needs of the schools.

i. BENEFITS TO THE BUSINESSES

1. Staff received education and training.
2. Facilities were proved for meetings.
3. Entertainment was presented.
4. Staff morale was improved.
5. Media recognition was achieved.
6. Sense of teamwork and mutual achievement was achieved.
7. Personal satisfaction of making a contribution to the community was achieved.

j. BENEFITS TO THE COMMUNITY

1. Public school system was strengthened.
2. Work force was more prepared.
3. Tax base was improved.
4. Civic cooperation increased.

k. ITEM INSTRUMENTAL IN THIS PARTNERSHIP'S SUCCESS

Business chief executive officers support such community involvement in the public school system

14. Science Academy of Austin
Austin, Texas

Contact persons: Dr. John Friedrick
Director
Science Academy of Austin
Austin Independent School District
(512)928-0380
7309 Lazy Creek Drive
Austin, Texas 78724-3299

Ms. Crispin Ruiz
Education Director
Austin Chamber of Commerce
(512)478-9383
P. O. Box 1967
Austin, Texas 78767

*All of this information was collected in a site visit.

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'84	50	20	30				Urb										X

Outcomes for Students							Resources for School Staff									Other				Evaluation
Disad	Enrichment G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/ Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/ Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
				X	X	X	X	X	X	X	X	X	X	X		X		X		

a. GOALS

To develop well-rounded, competent decision-makers, regardless of career choice.

b. ADDRESSES THESE STUDENTS

1. The Academy is designed to challenge students who have a strong academic background, interest in science, and the motivation to do extra work and independent study. But it's more than an honors program, it's a new approach to learning.
2. Grades 9-12 students selected from the district.

c. BENEFITS FOR STUDENTS

1. Academic skills were improved.
2. Learning experiences were enriched.
3. Equal educational opportunity was enhanced.
4. Self concept was enhanced.
5. Attendance was improved.
6. Drop-out rate was lowered.
7. Vocational/career skills were improved.
8. School-to-work transition experiences were provided.
9. 21st century concerns for the ideal education of the future were addressed.

d. KEY PRACTICES FOR STUDENTS

1. Academy students take their non-science and non-math courses at Lyndon B. Johnson (LBJ) High School where the Academy is located.
2. Many students participate in extra-curricular activities at LBJ; 85% in one or more, 50% in two or more.
3. The program uses top-flight teachers. (Three state teachers of the year and other award winning teachers are there.)
4. The program uses state-of-the-art equipment. A grant for $246,273 for equipment was received in 1985. Additional equipment is supplied by partners.
5. Block courses integrate science with math and both with the world-at-large.
6. Students also have the opportunity to explore areas of individual interest through independent research, science fair projects, mentorships or internships with industry or university professionals, and special issues forums for the exchange of ideas between students and experts.

7. A committee of parents, students, teachers, and business representatives recruit Black and Hispanic students.
8. Another committee made recommendations that helped Academy students assimilate with the LBJ students.
9. Students can work (non-pay) for one of corporate partners, doing research during junior and senior years.
10. Students, teachers, and partners take "enrichment trips," last year to Gallapogos Island, next year to Australia.
11. There is an annual bus tour that combines visits with recruiters at universities and a study course of museums along the way. Universities get to know the caliber of students and students learn about universities and museums.
12. Students can get training in SAT and PSAT to help them try to become merit scholars.
13. 88.6% of students return after their first year.
14. Students become aware of technological advances, partly through the help of the Academy's Advisory Board that includes representatives of its 21, mostly high tech, corporations and other partners. The Board is made up of executives from AT&T, the Austin Chamber of Commerce, Carbomedics, S. A. Garza Engineers, IBM, Lockheed, MCC, 3M, Motorola, Radian, Rolm, Southwestern Bell, Texaco, Texas Instruments, and Tracor.
15. Seventh and eighth graders are invited to summer school, giving them chances to use advanced equipment.
16. In four years students earn 26-28 credits. They develop a computerized resume recording major accomplishments, experiences, and mastered skills.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Staff development, course work, etc. was provided.
2. Curriculum was developed/revised.
3. Funding was provided.
4. Morale was improved.
5. Equipment was contributed.
6. Materials were provided.
7. Service as volunteer aides was provided.
8. Presentations in classrooms were provided.
9. Technical assistance was provided.
10. Summer jobs for school staff were provided.
11. Mentorship was provided.
12. Summer jobs for students were provided.

f. KEY PRACTICES FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Academy is meshing new, enthusiastic teachers with more experienced (about 200 years for 13 teachers), award-winning teachers. The teaching staff has achieved a notable synergism.

2. The director of the Academy has had training in business management and uses "1 Minute Manager" and other business leadership techniques.

3. Three corporate executive partners act as mentors for the director of the Academy, giving him advice with regard to risk-taking toward an ideal situation.

4. Business partners provide committees for the Academy, to give advice about community relations, industry relations (to coordinate and monitor corporate donations of human and other resources), school curriculum evaluation, and proactive 5- and 10 year planning.

5. The Academy is led with a participatory management approach that attempts to share ownership of the program with every group that is affected.

- -Teachers can make major changes in policy and procedures.
- -Teachers write curriculum for the Academy program and for other schools in the district.
- -Business evaluates the curriculum.
- -Students can make policy changes.
- -Parents can recommend policy changes and help implement them.
- -Representative committees recruit minority students.
- -Other teachers at LBJ made recommendations that helped the Academy students assimilate with other LBJ students.
- -Other teachers from the school district take turns teaching the grades 7 and 8 non-credit and no-grade summer courses; this makes them "ambassadors" in public relations for the school and improves their teaching skills.

6. Business partners realize the value of the Academy staff and provides an annual retreat for it to help plan the coming year.

7. Business partners provide substitute teachers so Academy teachers can attend professional conferences.

g. BENEFITS FOR THE SCHOOL DISTRICT

1. Public support was obtained.
2. A community warehouse for contributed material and equipment was established.

h. KEY PRACTICES FOR THE SCHOOL DISTRICT

1. Science and math curricula are developed for the district (and the state).
2. Junior high Academy summer course teachers' skills improved.
3. District's teachers in grades 7 and 8 honors classes were trained by Academy teachers.

4. Academy teachers are conducting workshops for the Austin district and surrounding school districts.
5. Academy staff have been asked to develop k-12 curricula.
6. Academy teachers are writing textbooks that they will take to publishers.
7. Academy teachers are developing video-tape training programs for elementary teachers.
8. Academy staff members are developing programs for (1)their students to teach elementary students in their classrooms and (2)some higher grade elementary students to come to the Academy for periods of one hour to two weeks in a "Mini-mentorship" program.
9. The Triangle Coalition for Science and Technology Education has selected the Science Academy program as a national model.

i. ITEMS INSTRUMENTAL TO THE PARTNERSHIP'S SUCCESS

1. The quality of the teachers
2. Shared ownership
3. Business was in on planning from the start
4. Time, one year, was given for leadership to plan and organize to meet the needs of the community

15. Adopt-A-School
Abilene, Texas

Contact person: Mrs. Kay Hartgraves
Volunteer/Adopt-A-School Coordinator
(915) 677-8623, Ext 101
Abilene Independent School District
P. O. Box 981
Abilene, Texas 79604

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'83							Urb		2						X		

Outcomes for Students							Resources for School Staff									Other				
	Enrichment																			
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	Eval-uation
	X			X					X		X					X				X

a. GOALS

To help improve education in the Abilene public schools.

b. ADDRESSES THESE STUDENTS

1. Educationally disadvantaged
2. All

c. BENEFITS TO STUDENTS

1. Academic skills were improved.
2. Learning experiences were enriched.
3. Equal educational opportunity was enhanced.
4. Self concept was enhanced.
5. Attendance was improved.
6. Drop-out rate was lowered.

d. KEY PRACTICES FOR STUDENTS Samples

1. P. E. uniforms were provided for needy students.
2. Prizes were awarded for:
   - attendance
   - outstanding students
   - Good citizenship/behavior
   - "Jump Rope for Heart" Heart Association Campaign.
3. Tri-fold stands were donated for a science fair.
4. A fitness center provided a "Fitnessgram" profile for each child.
5. McMurry College provided an auditorium for a Christmas program.
6. The McMurry basketball coach talked with students about the importance of good grades and provided passes to games.
7. Student artwork was displayed in public.
8. KTXS-TV made public service announcements urging students to attend school.
9. The program provides opportunities for an elementary pupil to talk to an adult.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Morale was improved.
2. Equipment was contributed.
3. Materials were contributed.
4. Service as volunteer aides was provided.
5. Presentations in classrooms were provided.

f. KEY PRACTICES FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. SHARE is a classroom enrichment service coordinated through the Volunteer/Adopt-A-School Office. More than 100 volunteers share 310 topics about their talents, career, hobbies, and travel, with students in the classroom.
2. VIPS provides:
   - -Classroom assistants
   - -Clerical help
   - -Help in gathering enrichment materials for science and special projects.
3. RSVP (Retired Senior Volunteer Program) members took a computer training course so they could tutor students on computers.

g. BENEFITS FOR THE SCHOOL DISTRICT

The program makes the community more aware and involved with school board elections.

16. Partners in Excellence
McAllen, Texas

Contact person: Dr. Pablo Perez
Superintendent
McAllen Independent School District
(512) 686-0515
2000 N. 23rd Street
McAllen, Texas 78501

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'84	13	1	86					Sub	1		22	37	7	12	X	X	

Outcomes for Students							Resources for School Staff									Other				
Enrichment																				
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	Eval-uation
X	X	X	X	X	X	X	X	X	X		X	X		X	X	X				

a. GOALS

1. To provide to schools, children, and teachers resources over and above those available through the regular school program
2. To create educational awareness and goodwill throughout the community through a school/business cooperation project that freely solicits ideas and involvement from all sectors of the business, civic, and religious communities

b. ADDRESSES THESE STUDENTS

1. Educationally disadvantaged
2. Gifted and talented
3. Handicapped
4. Limited English proficient

c. BENEFITS FOR STUDENTS

1. Academic skills were improved.
2. Learning experiences were enriched.
3. Equal educational opportunity was enhanced.
4. Self concept was enhanced.
5. Attendance was improved.
6. Drop-out rate was lowered.

d. KEY PRACTICES FOR STUDENTS

The partners provided the following to the different schools:

1. Tutored
2. Read to students
3. Displayed special art work
4. Helped with extra curricular activities including field trip tours and student clubs
5. Provided classroom resource speakers
6. Donated equipment
7. Helped with fund raising
8. Promoted good citizenship - Assertive Discipline program
9. Gave incentive to reward student achievement
10. Gave teacher appreciation

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Staff development was provided.
2. Funding was provided.

3. Morale was improved.
4. Equipment was contributed.
5. Service as volunteer aides was provided.
6. Presentations in classrooms were provided.

f. BENEFITS FOR THE SCHOOL DISTRICT

Public support was obtained.

g. BENEFITS FOR BUSINESS

1. Entertainment was provided.
2. Employee/staff morale was improved.

g. BENEFITS FOR THE COMMUNITY

The general community is becoming more knowledgeable of school practices and programs. Through Partners in Excellence and other exemplary school programs, McAllen schools have become a major selling point for our Chamber of Commerce Industrial Development Board as it attempts to attract new industry to McAllen.

h. ITEM INSTRUMENTAL TO THE PARTNERSHIPS SUCCESS

An existing spirit of civic cooperation and pride coupled with strong administrative leadership on the part of the school district

17. ADOPT-A-SCHOOL
Weslaco, Texas

Contact person: Mrs. Irma Gonzalez
Director of Federal Programs
Weslaco Independent School District
(512) 968-1515, Ext 720
111 Laurel Drive
Weslaco, Texas 78596

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'84	4		96					Sub	1.5		22	10	5	2	X	X	X

Outcomes for Students							Resources for School Staff									Otner				Eval-uation
	Enrichment																			
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-nouse	Rural	
X	X	X	X	X	X	X			X		X			X		X				

a. GOALS

1. To provide individualized educational assistance to students
2. To involve the business employees in a classroom situation
3. To have every campus in the district sponsored by a business

b. ADDRESSES THESE STUDENTS

1. Educationally disadvantaged
2. Gifted and talented
3. Handicapped
4. Limited English proficient
5. All

c. BENEFITS TO STUDENTS

1. Academic skills were improved.
2. Learning experiences were enriched.
3. Equal educational opportunity was enhanced.
4. Self concept was enhanced.
5. Vocational/career skills were improved.

d. KEY PRACTICES FOR STUDENTS

The Director and Coordinator of the program made additional contacts with the Chamber of Commerce, businesses, and civic organizations to introduce the program. Special presentations about the program were made to anyone who was interested.

After the initial contact was made, meetings were set up by the Coordinator involving the business/organization and the school/department they wished to "adopt." Once this was done the partnership begins and the students' needs were discussed and planned.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Equipment was contributed.
2. Materials were contributed.
3. Service as volunteer aides was provided.
4. Presentations in classrooms were provided.

f. KEY PRACTICES FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

The program coordinator contacted the business representative and coordinated any needs, etc.

g. BENEFITS FOR THE SCHOOL DISTRICT

Public support was obtained.

h. BENEFITS FOR THE BUSINESS

1. Facilities for meetings were provided.
2. Entertainment was provided.
3. Employee/staff morale was improved.
4. Journalism class did the layouts for an advertising campaign for a bank.
5. Some usage of audio-visual equipment was provided.
6. Program presentations on numerous topics to organizations were provided.

i. BENEFITS TO THE COMMUNITY

The program has made the community aware of some of the district's needs and has made them see the strengths that exist. The community has "more confidence" in the school's ability.

j. ITEM CONSIDERED INSTRUMENTAL IN THE PARTNERSHIP'S SUCCESS

A genuine interest in the education of our students

18. PARTNERS PROJECT
LITTLE ROCK PUBLIC SCHOOLS and WRIGHTSVILLE PRISON

Little Rock, Arkansas

Contact Person: Ms. Ann Brown
Coordinator
Partners in Education
Little Rock Public Schools
(501)666-1515
3805 West 12th Street
Little Rock, Arkansas 72204

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'83	35	65					Urb		1	12					X	X	

Outcomes for Students							Resources for School Staff									Other				Eval-uation
	Enrichment																			
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
				X								X		X						X

a. GOAL

To train prisoners at the Wrightsville State Prison to produce learning aids -- games and activities that students can manipulate to reinforce basic concepts of various academic areas -- that could be used in the reading curriculum in Little Rock elementary school classrooms.

b. ADDRESSES THESE STUDENTS

Kindergarten through fifth grade

c. BENEFITS FOR STUDENTS

Learning experiences were enriched.

d. KEY PRACTICES WITH STUDENTS

They used the games and activities made by the Wrightsville State prisoners.

e. RESOURCES FOR TEACHERS

1. Morale was improved.
2. Materials were contributed.

f. RECIPROCAL BENEFITS TO THE PRISONERS

1. Self concept improved.
2. Morale improved.
3. Feeling of usefulness to the community was enhanced.

g. ITEM INSTRUMENTAL IN THE PARTNERSHIP'S SUCCESS

Recognition of contributions that individuals and organizations can make to improve education

19. "DESIGN A LEARNING STATION IN SPACE" SIXTH GRADES, OKLAHOMA CITY PUBLIC SCHOOLS', THE AMERICAN INSTITUTE OF ARCHITECTS, and OKLAHOMA CITY CHAMBER OF COMMERCE

Oklahoma City, Oklahoma

Contact Persons: Mrs. Mariana Floyd
Executive Director
Oklahoma Chapter, American Institute of Architecture
(405)525-7897
405 NW 15th Street
Oklahoma City, Oklahoma 73103

Mr. Robert Zienta
Director
Community Affairs
Oklahoma City Public Schools Program
(405)272-5522
900 North Klein Street
Oklahoma City, Oklahoma 73106

Mr. Gene Cox
Director of Research and Education
Greater Oklahoma City Chamber of Commerce
(405)278-8900
One Santa Fe Plaza
Oklahoma City, Oklahoma 73102

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'85	49	38	6	4	3		Urb					1			X		

Outcomes for Students							Resources for School Staff									Other				Evaluation
	Enrichment																			
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
				X					X		X									X

a. GOALS

General

To develop skills in creative thinking and problem solving in students, analyzing present needs and planning for the future, working together as part of a group, categorizing, measuring, observing, heightening their awareness of structure and of themselves as people who can control what is around them.

1. To heighten students' awareness of the methods and values of visual thinking and communicating.
2. To develop students' skills in visual thinking as a tool for organizing, controlling, and understanding complex relationships; for forming concepts; and for creative thinking.
3. To heighten students' understanding of what architects do, and how architecture affects their lives.
4. To help students understand the environment as an organization of smaller parts.
5. To develop students' ability to control and change what is happening around them, and to anticipate the consequences of their decisions.
6. To develop students' ability to solve problems and capacity for divergent thinking.
7. To heighten students' self-confidence and self-discipline.
8. To encourage students to appreciate good design.
9. To stimulate students' creative abilities.

b. ADDRESSES THESE STUDENTS

All sixth grade students

c. BENEFITS TO STUDENTS

1. Learning experiences were enriched.
2. Self concept was enhanced.
3. Vocational/career skills were improved.
4. School-to-work transition experiences were provided.
5. They learned how to work in teams.
6. They learned the value of voting.
7. Some students who had never been actively involved in academic activities became so in this project.
8. They gained self-confidence.
9. They learned that there are many sections of a city.

d. KEY PRACTICES WITH STUDENTS

*(Involved 3,000 sixth grade students, 93 architects, 93 college architecture students, and 93 sixth grade teachers)
These students:
1. practiced designing structures, incorporating elements of design
2. engaged in discussion and activities in visual thinking
3. redesigned their classroom
4. prepared for AIA Student Design Contest
5. *Engaged in fused studies of mathematics, science, art, language arts, and future studies
6. *went downtown and other areas of the city many had not been
7. *slowly won the confidence of some teachers who were reluctant to let outsiders in their classrooms.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. They participated in staff development.
2. They developed/revised curriculum.
3. *Positive media coverage was received.
4. *Their morale was improved.
5. *They were provided with service of architecture school students and other volunteer aides.
6. *Presentations were provided in classrooms.
7. *They received technical assistance.

f. KEY PRACTICES WITH TEACHERS AND ADMINISTRATORS

1. *The architects quickly learned how important teachers and principals are in innovative projects.
2. *They slowly won the confidence of some teachers who were reluctant to let outsiders in their classrooms.

g. BENEFITS TO THE SCHOOL DISTRICT

1. Public support for schools was increased.
2. *The partnership provided The District and the Chamber of Commerce with a model project to involve other associations.
3. *It also gave the school system an environmental education program.

g. BENEFITS TO THE BUSINESS

1. It received education/training for its staff.
2. Facilities were provided for its meetings.

3. Employee/staff morale was enhanced.
4. *Employees had a sense of accomplishment.
5. *Employees were pleased at the positive response of school and college students, teachers, and district.
6. *There are prospects for national recognition if the AIA Foundation decides to fund similar projects on a national scale.

h. ITEM INSTRUMENTAL IN THE PARTNERSHIP'S SUCCESS

The cooperation of the OCPS School Board and the Board of Directors of the Oklahoma City Section of the American Institute of Architects

20. Adopt-A-School
Fort Worth, Texas

Contact person: Mrs. Toni Brown
Coordinator
Adopt-A-School
Fort Worth Independent School District
(817) 878-3723
3210 West Lancaster
Fort Worth, Texas 76107

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'82	40	36	24				Urb		2	1	2	18	9	18	x	x	x

Outcomes for Students							Resources for School Staff									Other				Evaluation
Enrichment																				
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				x

a. GOALS

1. To bring business people into a school to work with students, teachers, and administrators.
2. To give students a realistic picture of the "real" business world
3. To give business people an understanding of the educational system--how it works, its strengths, and its weaknesses.

b. ADDRESSES THESE STUDENTS

1. Educationally disadvantaged
2. Gifted and talented
3. Handicapped
4. Limited English proficient
5. All

c. BENEFITS FOR STUDENTS

1. Academic skills were improved.
2. Learning experiences were enriched.
3. Equal educational opportunity was enhanced.
4. Self concept was enhanced.
5. Attendance was improved.
6. Drop-out rate was lowered.
7. Vocational/career skills were improved.
8. School-to-work transition experiences were provided.

d. KEY PRACTICES FOR STUDENTS, TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Senior bank executives gave monthly executive seminars to high school students.
2. A high school computer science program was expanded by recruiting and organizing 10 corporate professionals to lecture and tutor in computer science.
3. IBM provided magnet high school tutors in physics, math, and science.
4. Church Women United stocked and staffed the clothes store once a week. They provided baby gifts for each of the young women for Christmas.
5. The Institute for Human Fitness worked with a high school's faculty and students to improve their health.
6. High tech firms provided qualified substitute teachers to release math and science teachers to attend seminars and conferences.

7. A church provided tutors for math and English for high school students.
8. A cable t-v company gave middle school students experience in operating camera and lighting equipment.
9. During Career Awareness Day a hospital's staff counseled middle school students on medical careers.
10. Another hospital works with a technical high school and has hired several of its graduates.
11. A life insurance company created a mini-mentor program with an elementary school. One student a month is chosen to visit the firm's departments and have lunch.
12. The Hispanic Chamber of Commerce provided a middle school with 18 mentors in a variety of professions.
13. A furniture company provides intern placements for high school students in their second year of interior design.
14. The Rotary Club provides career counseling to high schools students.
15. A management association adopted a middle school, has bought coats for 150 needy students, and has 150 volunteers in a pen pal program.
16. A bank sponsors a "mock bank" course in which high school students learn how a bank operates.
17. A research foundation provides aptitude testing to high school students.
18. A cadre of professionals works with gifted elementary students. The adult group includes an airline pilot, judge, photographer, police sergeant, orchestra conductor, and a minister.
19. U.S. Corps of Engineers provides expertise in developing learning modules for real work experience for students.
20. The Tandy Scholars Program provides funds for up to 12 teachers per year to develop alternative teaching methods. The $2,000 stipend must be used to benefit students.
21. A local bank will supply radio time for tutorial programs for high school students.
22. One hospital co-sponsored a nutrition fair for one middle school's students.
23. Texas Wesleyan College provides undergraduate tutors in reading, English, computer programming, math, and earth science.
24. The Police Department has a program for elementary schools to teach students the human side of police and provides educational and entertaining crime prevention programs.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Staff development was provided.
2. Curriculum was developed/revised.
3. Morale was improved.
4. Equipment was contributed.

5. Materials were contributed.
6. Service as volunteer aides was provided.
7. Presentations in classrooms were provided.
8. Technical assistance was provided.
9. Summer jobs for school staff were provided.

f. BENEFITS FOR THE SCHOOL DISTRICT

1. Public support was obtained.
2. Direct impact on school curriculum through use of outside resources, i.e., loaned teachers, tutoring, mentoring, etc. was obtained.

g. KEY PRACTICE FOR OBTAINING BENEFITS FOR THE DISTRICT

Recruitment by advisory committee, then development of specific plans for use of resources within the schools

h. BENEFITS FOR THE BUSINESSES

1. Facilities for meetings were provided.
2. Entertainment was provided.
3. Employee/staff morale was improved.

i. BENEFITS FOR THE COMMUNITY

This program has made many of our businesses understand and support public education. There have been numerous stories and articles about Adopt-A-School involvement. School Board races are supported and the feeling that our teachers are competent and the need to have a strong public system all seem to be a result of people's involvement. There also seems to be a feeling that all minority students can learn and are not all troublemakers. Students, by being involved with businesses, indicate an understanding of why they need education. They also seem to support the business community. Teachers indicate in their evaluations a new appreciation of public support.

j. ITEMS INSTRUMENTAL IN THE PARTNERSHIP'S SUCCESS

1. Planning
2. Follow through

21. Adopt-A-School
Lubbock, Texas

Contact person: Mrs. Beverly Moreland
Volunteer/Adopt-A-School Coordinator
Lubbock Independent School District
(806) 747-2641
1628 19th Street
Lubbock, Texas 79401

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'83	53	13	34				Urb		1						X	X	X

Outcomes for Students								Resources for School Staff									Other				Eval-uation
	Enrichment																				
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor		SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
				X				X	X	X		X	X	X	X	X					

a. GOALS

1. To help students in their academic endeavors
2. To prepare students to make decisions

b. ADDRESSES THESE STUDENTS

1. Educationally disadvantaged
2. All

c. BENEFITS FOR STUDENTS

1. Academic skills were improved.
2. Learning experiences were enriched.
3. Equal educational opportunity was enhanced.
4. Self concept was enhanced.
5. Attendance was improved.
6. Drop-out rate was lowered.
7. Vocational/career skills were improved.
8. School-to-work transition experiences were provided.

d. KEY PRACTICES FOR STUDENTS

1. The Chamber of Commerce conducted an essay contest for students and publicly thanked adopters.
2. The Junior League provided tutors for trainable, mentally-retarded, and multiple-handicapped students; presented a puppet show on substance abuse; teaches sewing skills to students in "Developmental Education Birth for Two" program; presented programs to improve students' self-esteem; and provided a program for gifted and talented students.
3. The "Lubbock Public Schools Report" is a weekly radio interview program played on six radio stations and LISD-TV that donate the time broadcast time.
4. Cox Cable Co. provided high school students opportunities to be involved in all phases of television production. All public school campuses are wired for cable tv for educational programs.
5. Briercroft Savings Association donated tv cameras and other equipment for student use in producing programs.
6. For high school sports, a catering company arranged press conferences with food, seven times during basketball season; a restaurant arranged similar press conferences for football information; and a printing firm printed home football game programs.
7. A local newspaper in cooperation with several local businesses printed the "Honor Roll" of all students with at least a 3.2 grade point average each six weeks.

8. A bank employs five high school students each year and provides letterhead stationery for classroom use.
9. The Texas Tech University College of Education sponsored a Christmas Home Tour and used the proceeds for scholarships for Lubbock students.
10. The Lubbock Board of Realtors provided a notebook of school information to new families.
11. PASS, representatives of Pilot, Altrusa, and Soroptimists clubs of Lubbock, provided career counseling for students.
12. Southwest Airlines showed appreciation to school staff by donating eight tickets to any Southwest destinations. These are won in drawings.
13. KCBD-TV provided equipment, staff, and 30 minutes air time each month for a student-produced show.
14. The Family Outreach Center, sponsored by community organizations, counciled young-mother students to help them stay in school.
15. A squadron at Reese Air Force Base accompanied and treated trainable, mentally retarded students to the South Plains Fair every year.
16. The police Department stationed officers at junior high schools to help counsel students and teach them good citizenship.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER SCHOOL STAFF

1. Staff development was provided.
2. Curriculum was developed/revised.
3. Funding was provided.
4. Morale was improved.
5. Equipment was contributed.
6. Materials were contributed.
7. Service as volunteer aides was provided.
8. Presentations in classrooms were provided.
9. Technical assistance was provided.

f. KEY PRACTICES WITH TEACHERS, ADMINISTRATORS, AND OTHER STAFF

Several business/community partners sponsored Impact Two, a program that encourages teachers helping and sharing with other teachers. Twenty annual grants allowed teachers to develop their ideas and have the results published in a catalog and distributed in workshops.

g. BENEFITS TO BUSINESS

1. Education/training for staff was provided.
2. Facilities for meetings were provided.

3. Entertainment was provided.
4. Employee/staff morale was improved.

h. BENEFITS FOR THE COMMUNITY

This program provided a better understanding between the business/civic community and the school district. Better communication, and a better understanding of each other developed a stronger community.

i. ITEM INSTRUMENTAL TO THE PARTNERSHIP'S SUCCESS

The business/civic community and the school district sharing this program and promoting it together through the Advisory Committee

22. School/Business Partnership
Beaumont, Texas

Contact Person: Mrs. Bonnie Royer Madden
Coordinator, Volunteer Program
Beaumont Independent School District
(409) 892-0542
5380 Laurel
Beaumont, Texas 77707

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'78	39	56	3		2		Urb				3	1	3	12	X	X	

Outcomes for Students							Resources for School Staff									Other				Eval-uation
	Enrichment																			
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
									X											

a. GOALS

1. To provide tutorial/classroom help for individual/small groups of students as teachers perceive this need
2. To provide counseling help for individual students as referred by teacher/counselor/principal

b. ADDRESSES THESE STUDENTS

1. Any student who may be falling behind academically
2. Any student who may not be achieving due to personal problems

c. BENEFITS FOR STUDENTS

1. Academic skills were improved.
2. Learning experiences were enriched.
3. Self concept was enhanced.

d. KEY PRACTICES FOR STUDENTS

1. Individual help was given to students who need it.
2. Volunteers provided extra skills and knowledge.
3. Students were motivated to higher achievement.
4. Successful role models were provided.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

Service as volunteer aides was provided.

f. KEY PRACTICES FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

Seventy-five persons from all levels of business participated. They were recruited by a liaison person at their business and allowed to participate providing their job could be covering during the time they were at school. We ask for one hour plus travel time each week during the school day.

g. BENEFITS FOR THE SCHOOL DISTRICT

The program has produced a group of persons who are more specifically informed about our schools. It has developed good public relations and a few businesses have contributed equipment.

h. BENEFITS FOR THE BUSINESS

1. Employee/staff morale improved.
2. It gave the business community a stake in the schools.
3. It introduced future consumers to the company.
4. It gave pride to employees who participated.
5. It raised the educational achievement of potential employees.

i. ITEM INSTRUMENTAL IN THE PARTNERSHIP'S SUCCESS

Positive support of the School District including the Superintendent, Assistant Superintendent for Special Programs and for curriculum, staff, and teachers. They want the program to work and actively support the efforts of the business community as they come to our schools.

23. Spirit of Mr. Bingle
Baton Rouge, Louisiana

Contact person: Mrs. Pat Valle
1st Vice President/Coordinator
Spirit of Mr. Bingle
(504) 925-1579
4132 Fleet
Baton Rouge, Louisiana 70809

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'82	51	40	2	1	5		Urb			275+				1			

Outcomes for Students							Resources for School Staff									Other				Evaluation
Enrichment					Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
Disad	G&T	Lang	Hndcp	All																
				X								X				X				

a. GOALS

1. To provide Christmas for school-age children who would not otherwise receive a gift
2. To bring the home-school-community into a closer bond
3. To lend a helping hand

b. ADDRESSES THESE STUDENTS

All

c. BENEFITS FOR STUDENTS

1. Self concept was enhanced.
2. Less fortunate children experienced the joy and magic of Christmas and a more positive feeling about their surroundings.

d. KEY PRACTICES FOR STUDENTS

The program developed between District PTA and Goudchaux's achieved the desired outcome through the generosity of the Baton Rouge community. Our citizen's selected "a child" from the Christmas tree and then went shopping to select a gift or gifts for that child. Gifts were returned - wrapped and delivered by PTA volunteers to the schools of the needy children.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Morale was improved.
2. A service was provided that up until the inception of the partnership was graciously done by some teachers on an individual basis at their own expense.

f. BENEFITS FOR THE SCHOOL DISTRICT

1. Public support was obtained.
2. The community and the school were brought closer together.

g. BENEFITS FOR THE BUSINESS

There is a spirit of togetherness and belonging.

h. BENEFITS FOR THE COMMUNITY

It brings the community and the schools closer together.

24. DAIRY QUEEN READ-ON-ATHON, OKLAHOMA CITY PUBLIC SCHOOLS, DAIRY QUEEN, DR. PEPPER, and SIX FLAGS OVER TEXAS

Contact persons:

Ms Laura Snyder
Coordinator
Dairy Queen
(405)949-0120
4211 Northwest 23rd
Oklahoma City, OK 73107

Mr. Bob Zienta
Director of Community Affairs
Oklahoma City Public Schools
(405)272-5522

Ms. Saundra Vallejo
Coordinator
Adopt-A-School
Oklahoma City Public Schools
(405)272-5522
900 North Klein Street
Oklahoma City, Oklahoma 73106

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'80	52	36	5	4	3		Urb		1		3				X		

Outcomes for Students							Resources for School Staff									Other				Evaluation
	Enrichment																			
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/ Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/ Mtrls	Funds	Pub Supp	Fndtn	Warehouse	Rural	
				X								X								

a. GOAL

To encourage all Oklahoma City Public School students to read

b. ADDRESSES THESE STUDENTS

All

c. BENEFITS TO STUDENTS

1. Reading skills were improved.
2. They became aware of more books to read.
3. Attendance improved.

d. KEY PRACTICES FOR STUDENTS

1. Dairy Queen products were provided as incentives for reading and attendance.
2. Cooperation among the student, parent, teacher, and librarian was required.
3. The program supports the instructional programs in all schools.
4. During the 1985-1986 school year, 11,819 students read more 100,000 books.
5. The Dairy Queen Perfect Attendance Program rewarded 4,821 students for perfect attendance.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. There were fewer absences from school.
2. Students interest in reading increased.
3. Cooperation between school and home improved.

f. BENEFITS FOR THE SCHOOL DISTRICT

1. Community relations was enhanced.
2. Public support for the schools was strengthened.

g. BENEFITS FOR THE BUSINESSES

1. Their public relations improved.
2. Employee morale was improved.

h. ITEM INSTRUMENTAL IN THE PARTNERSHIP'S SUCCESS

Cooperation of the schools, businesses, parents, and students.

25. PARTNERSHIPS IN EDUCATION PROGRAM
New Orleans, Louisiana

Contact persons: Ms. Barbara Ricks and
Ms. Ramona Keller
Coordinators
Partnerships in Education Program
New Orleans Public Schools
(504)944-6363
1815 St. Claude Avenue
New Orleans, Louisiana 70116

*All information here was gathered during a site visit.

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'80	10	80	7		3		Urb		3		18	45	15	4			X

Outcomes for Students							Resources for School Staff									Other				Eval-uation
	Enrichment																			
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
X				X	X	X	X	X	X		X	X		X	X	X				

a. GOAL

To enhance the educational opportunities of those children being served by our school district

b. ADDRESSES THESE STUDENTS

1. Learning disadvantaged
2. All

c. BENEFITS TO STUDENTS

1. Academic skills were improved.
2. Learning experiences were enriched.
3. Equal educational opportunities were enhanced.
4. Self concept was enhanced.
5. Attendance improved.
6. Vocational/career skills were enhanced.

d. EXAMPLES OF KEY PRACTICES WITH STUDENTS

Last year the Partnerships in Education Program expanded from 53 partnerships in 44 schools to 82 partnerships in 62 schools.

1. Middle South Utilities, Inc., a partner with James Derham Junior High School, allocates an annual budget of $20,000 for funds, materials, equipment, and staff time for the partnership. The company releases staff to tutor students, and donates equipment and material that the school would not have otherwise. For example, Middle South replaced the typewriter ribbons that had been in use by the school's typing classes for 10 years.

In addition to these positive results, the school's principal reported that the human resources had been the most important as the company staff provided positive role models. The company's representative was a teacher and principal at the school and reported that he was able to do more for it now than he had when he was there.

2. The privately-owned Regional Transit Authority (RTA) provides transportation supplementary to the school district's busses and is in a partnership with the New Orleans School Board. The company provides several educational and awareness services to students. All fifth and sixth grade classes receive classroom instruction and hands-on experience on RTA transportation, stressing safety and the students' responsibility.

3. The RTA was also a partner, with a teachers' union, and the schools, in the "Art on Busses Contest," which attracted a great deal of attention in the city. All student entries were posted

inside of busses. Fifty pictures were selected by the union for enlargement and posting on the outside of busses.

4. The RTA also provides an annual street car party for honor roll and perfect attendance students.

5. Livingston Middle School is a partner with a New Orleans Police District. The school's representative said that the most important of the police activity is the human resource provided by individual officers, especially when it is one specific officer who visits the school frequently. He (there has not yet been a female officer assigned this duty) has an office in the school and a standing invitation for lunch with students. The officer conducts short courses on safety and crime and serves as a role model for students.

The school reported that the partnership has contributed to an orderly environment, conducive to learning, and has resulted in a decline in vandalism and other crimes at the school and in the neighborhood. Although it requires much of the officer's time, most of the district's recent commanders have felt it is worth it.

6. The Partnerships in Education program has been instrumental in establishing three computer electronic courses and two laboratory technology courses in the magnet program at the John F. Kennedy Academy of Math, Science, and Engineering.

e. BENEFITS FOR THE SCHOOL DISTRICT

1. Free safety instruction is provided for students.
2. Community relations have improved.
3. The schools receive more public support.

f. BENEFITS FOR THE BUSINESSES

1. Their public relations have been enhanced.
2. Employees' morale is raised.

g. BENEFITS FOR THE COMMUNITY

1. Community pride has been enhanced.
2. More people are aware of public transportation and know how to access it.
3. Crime has decreased in some neighborhoods.

h. ITEM INSTRUMENTAL IN THE PARTNERSHIPS' SUCCESS

Two coordinators work full time to recruit partners and to attend to issues as they arise.

26. AUSTIN INDEPENDENT SCHOOL DISTRICT STAFF DEVELOPMENT OFFICE AND THE AUSTIN CHAPTER OF THE AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT

Austin, Texas

Contact Persons: Mr. Mike Pool
Director
Office of Staff Development
Austin Independent School District
(512)451-8411
6100 Guadalupe Street
Austin, Texas 78752

Ms. Terri Sligh
Training Assistant
Lockheed Austin Division
(512)386-1934
Austin, Texas 78737

Ms. Crispin Ruiz
Education Director
Austin Chamber of Commerce
(512)478-9383
P. O. Box 1967
Austin, Texas 78767

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'85	50	20	30				Urb						1		X		

Outcomes for Students							Resources for School Staff									Other				Evaluation
	Enrichment																			
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/ Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/ Mtrls	Funds	Pub Supp	Fndtn	Warehouse	Rural	
				X			X	X												

a. GOAL

To use the staff development and training experience and expertise of ASTD members to promote the professional development of AISD personnel.

b. STUDENTS ADDRESSED

All

c. BENEFITS FOR STUDENTS

More effective teachers, administrators, and other staff members as they enhance their skills in positive communication, learning styles, human resource development techniques, etc.

d. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

They received staff development.

e. KEY PRACTICES FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Professional trainers and staff developers provided opportunities to learn and/or enhance skills in
    - management skills
    - stress management
    - time management
    - problem solving
    - interpersonal relations
    - cultural awareness
    - sex role awareness
    - effective presentations
    - marketing skills
    - computer use
    - loaned executives
    - consulting teams
    - facilities management
    - finance management
    - organizational development
    - personnel management and policy
2. ASTD presenters and the AISD Media Department collaborated in making video-tapes of the presentations. These tapes were subsequently used to train AISD trainers.

f. BENEFITS TO THE SCHOOL DISTRICT

Better trained personnel for no cost.

g. ITEM CONSIDERED INSTRUMENTAL IN THE PARTNERSHIP'S SUCCESS

Effective communication within and between the two organizations.

27. LOS ALAMOS SCHOOLS VOLUNTEER PROGRAM
Los Alamos, New Mexico

Contact person: Mrs. Kathryn E. Willcutt
District Coordinator of Volunteers
Los Alamos Public Schools
(505)662-4141, Ext. 632
P. O. Box 90
Los Alamos, New Mexico 87544

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'83	80		20						1	600	50			1		X	

Outcomes for Students							Resources for School Staff									Other				Evaluation
	Enrichment																			
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
				X			X	X	X	X	X	X		X		X				X

a. GOALS

To help teachers and other staff in ways that are specifically requested by them

b. ADDRESSES THESE STUDENTS

All

c. BENEFITS FOR STUDENTS

1. Academic skills were improved.
2. Learning experiences were improved.

d. KEY PRACTICES FOR STUDENTS

Program provided enrichment of all students, K-12.

e. BENIFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Volunteer services were provided.
2. Presentations were made in classrooms.

f. KEY PRACTICES FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Trained and placed volunteers that helps put them where they are most useful.
2. Served as a communications network between the school and the community.
3. Some volunteers helped on a weekly basis with various classroom tasks.
4. Volunteers helped with book fairs, crafts, school handbooks,science fairs, and telephoning.
5. Some volunteers did sewing or carpentry projects.
6. The program has produced four books that help volunteers be more effective in class presentations: (1) "Speaking to Elementary School Students," (2)"Speaking to Middle School Students," (3)"Handbook for Volunteers," and (5) "Staff Handbook."
7. The coordinator used a system of 14 building coordinators and a district coordinator.
8. The program used a computerized list of volunteers and their special talents.
9. The staff researched the State Library for volunteer programs information.

10. The staff attended the SEDL conference on parent involvement.

g. BENEFITS FOR THE VOLUNTEERS

1. Learned more about the schools.
2 Received gratification of helping students learn.

h. BENEFITS FOR THE COMMUNITY

Understanding between the schools and the community was enhanced.

i. ITEM INSTRUMENTAL IN THE PARTNERSHIP' SUCCESS

Open communication between the schools, volunteers, and the community

28. COALITION HELPING IN PUBLIC SCHOOLS (CHIPS)
Baton Rouge, Louisiana

Contact persons:
Mr. Harold Suire
Vice President
Education and Leadership
Greater Baton Rouge Chamber of Commerce
(504)381-7125
P. O. Box 3217
Baton Rouge, Louisiana 70821

Dr. Press Robinson
President
East Baton Rouge School Board
(501)925-1247
P. O. Box 2950
Baton Rouge, Louisiana 70821

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
,85	50	50					Urb								X	X	

Outcomes for Students							Resources for School Staff									Other				Eval-uation
	Enrichment																			
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
				X							X	X	X	X		X				

a. GOALS

To increase community volunteer participation in our public schools

b. ADDRESSES THESE STUDENTS

All

c. BENEFITS FOR STUDENTS

1. Academic skills were increased.
2. Learning experiences were enriched.
3. Equal educational opportunities were enhanced.
4. Vocational skills were improved.

d. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Funding was provided.
2. Morale was improved.
3. Equipment and materials were contributed.
4. Volunteer aide services were contributed.
5. Presentations were made in classrooms.

e. KEY PRACTICES

1. A coalition was formed of the following organizations:
   -Adopt-A-School
   -Big Buddy
   -Chamber of Commerce
   -Great Books
   -Friends of Public Education
   -PTA
   -VIPS
2. This coalition accomplished the following:

-Fostered efforts to recognize and publicize the positive aspects of their public schools.

-Promoted a special School Volunteer Week to increase community and parental involvement in their schools.

-Respected the goals, objectives, and purposes of each individual organization in order to prevent duplication of efforts.

-Cooperated in those efforts that would provide more effective services to their children in school.

-Sought innovative ways to recognize and publicize the contributions of school volunteers.

-Supported volunteers by expressing appreciation for them especially during National Volunteer Week.

-Sponsored Tips from CHIPS during School Volunteer Week that included sessions on Tips for Middle and High School Principals and Elementary School Principals.

f. BENEFITS FOR BUSINESS AND COMMUNITY

1. People became more aware and familiar with the educational system in the community.
2. People became directly involved in the quality level of public education.
3. Students better understood the world outside of school.
4. It built positive attitude toward schools.
5. It suggested curriculum changes which meet the needs of the community.
6. It enhanced students' motivation to strive for excellence.

g. ITEM INSTRUMENTAL IN THE COALITION'S SUCCESS

Interorganizational communication and cooperation

29. YOUNG AUTHORS CREATIVE WRITING PROGRAM

Little Rock, Arkansas

Contact person: Ms. Ann Brown
Coordinator
Partners in Education
Little Rock Public Schools
(501)666-1515
3805 West 12th Street
Little Rock, Arkansas 72204

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'83	35	65					Urb		1	8	2					X	

Outcomes for Students							Resources for School Staff									Other				Eval-uation
	Enrichment																			
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Rural	
				X					X				X							

a. GOALS

1. To enhance the language arts writing curriculum of grades 1-6 in a twelve-week course.
2. To provide students with an opportunity to acquire an enthusiasm for writing while developing both creative and analytical writing and thinking skills.

b. ADRESSES THESE STUDENTS

Grades 1-6, 10 elementary classrooms

c. BENEFITS FOR STUDENTS

1. Writing and thinking skills were enhanced.
2. Self concepts were enhanced.

d. KEY PRACTICES FOR STUDENTS

1. Curriculum was revised in collaboration with a university professor of English.
2. Volunteers were trained for the course.
3. Students spent approximately one hour each week with the volunteer in activities that typically followed this format:
    - -Warm-up/motivation activities
    - -Writing activities
    - -Sharing period
    - -Editing and rewriting
4. Near the end of the twelve week period, the students selected pieces of their writing for "publication polishing."
5. Their selections were collected into booklets that were typed printed and bound.
6. The books were titled by each class, many of which used the brainstorming method. Each student received a copy of the booklet in which her or his story appeared.

e. BENEFITS FOR TEACHERS

1. Curriculum was developed.
2. Volunteers assisted with writing instruction.

f. BENEFITS FOR THE SCHOOL DISTRICT

1. A model for improving writing was developed.
2. Favorable public attention was given to the district when the National School Volunteer Program awarded the program First

Place in its Enrichment Category in 1984.

g. BENEFITS FOR THE VOLUNTEERS

They knew the self-satisfaction of helping students improve in writing and thinking skills.

h. ITEM INSTRUMENTAL IN THE PARTNERSHIP'S SUCCESS

Sound curriculum and appropriate training for the volunteers

IV. Partnership Profiles

of

C. Multi-District Partnerships

Although there are more rural schools in multi-district partnerships than in other kinds, the arrangement may be useful to others, regardless of their demography. The El Paso and Ysleta districts' "Partnerships in Education" is a collaboration of urban and suburban schools. "Your Public Schools ... Expect the Best," in the West Monroe, Louisiana area, is a partnership of urban, suburban, and rural districts. The Coca Cola "Valued Youth Program" involves two urban districts in San Antonio. Multi-District partners do not have to be in contiguous communities. The Texas Learning Technology Group is an alliance of 12 school districts in various parts of the state, several other levels of education agencies, and two large corporations.

IV-C. Profiles MULTI-DISTRICT PARTNERSHIPS

1. YOUR PUBLIC SCHOOLS... EXPECT THE BEST

Ouachita Parish and Monroe City School Systems,
Monroe and West Monroe Chambers of Commerce,
Community of Monroe and West Monroe,
Junior League of Monroe, and
Fifth District Professional Development Center
West Monroe, Louisiana

Contact Person: Dr. Richard Hood
Curriculum Specialist
Fifth District Professional Development Center
(318)325-0451
Box 1616
West Monroe, Louisiana 71291

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'83	65	35				Rrl	Urb	Sub	1		4	6	2	1	X(2)	X	X

Outcomes for Students							Resources for School Staff									Other				Eval-uation
Enrichment																				
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Trnsp	
X				X	X	X	X	X				X		X		X				X

a. GOALS

To obtain community support in making the public schools the best that they can be

b. BENEFITS FOR STUDENTS

School District's programs are improved.

c. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Staff development was provided.
2. Morale was improved.
3. Materials were contributed.
4. Technical assistance was provided.

d KEY PRACTICES FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. It helped them become aware of positive things about their schools.
2. It provided them with succesful ways to make others aware.
3. It provided them with skills for effective communication.
4. It provided them with motivational materials to improve their public image.
5. Business and community partners provided extensive technical assistance and staff development opportunities to learn methods of successful public relations.
6. Marketing was successful.

e. BENEFITS TO THE SCHOOL DISTRICTS

1. The school systems received more community support.
2. The National School Public Relations Association made it possible for the districts to receive national attention, andd other districts from around the country asked for information and materials.

f. ITEM INSTRUMENTAL IN THE PARTNERSHIP'S SUCCESS

A multi-district committee wrote a proposal for funding from the state.

2. PHYSICAL SCIENCE PROJECT
Learning Technology Group
Austin, Texas

Contact Person: Ms. Paula Hardy
Project Director
Physical Science Project
(512) 476-9116
406 East 11th
Austin, Texas 78701

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'85						Rrl	Urb	Sub	4					5		X	X

Outcomes for Students							Resources for School Staff									Other				Evaluation
	Enrichment																			
Disad	G&T	Lang	Hndcp	All	Sch-Work	Equal Oppor	SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Trnsp	
X	X			X	X	X	X	X					X	X		X				X

a. GOALS

1. To develop appropriate standards for CAI/CMI Technology
2. To develop high-quality, low-cost curriculum products
3. To provide training to teachers and administrators
4. To provide a focal point for the various educational organizations involved

b. ADDRESSES THESE STUDENTS

All students in technology-related courses

c. BENEFITS FOR STUDENTS

1. Academic skills will improve.
2. Learning experiences will be enriched.
3. Equal educational opportunity will be enhanced.
4. Self concept will be enhanced.
5. Attendance will be improved.
6. Drop-out rate will be lowered.
7. Vocational/career skills will improve.
8. Students will learn more, better, quicker.

d. KEY PRACTICES FOR STUDENTS

The physical science curriculum will be delivered via interactive videodisc. Students, teachers, curriculum directors, building administrators, and Texas Education Agency, and educational service centers were involved in the formation of the curriculum for the 160-hour course which includes one semester of physics and one semester of chemistry.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Staff development is being provided.
2. Curriculum is being developed/revised.
3. Funding was provided.
4. Morale was improved.
5. Equipment was contributed.
6. Materials were contributed.
7. Service as volunteer aides is being provided.
8. Presentations in classroom are provided.
9. Technical assistance is being provided.

f. KEY PRACTICES WITH TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Teachers are managers of learning rather than lecturers.
2. There is on-going management support.

g. BENEFITS FOR THE SCHOOL DISTRICTS

1. An educational foundation has been established.
2. The National Science Center for Communications and Electronics provided $500,000 to be matched 3 to 1 by the school districts.

h. BENEFITS TO THE BUSINESS

1. Education/training for staff was provided.
2. Facilities for meetings was provided.
3. Entertainment was provided.
4. Employee/staff morale was improved.

i. BENEFITS TO THE COMMUNITY

The Physical Science Project will provide better educational opportunities for the families and students in the participating districts. The computers required for implementing the science program can also be used for community education projects as well as tutorial labs.

The delivery via interactive videodisc will provide teachers and students with advantages in instructional management and creative scientific experiment.

j. ITEM INSTRUMENTAL IN THE PARTNERSHIP'S SUCCESS

The fact that the participating districts have invested not only their time but their resources in the project

3. COCA COLA VALUED YOUTH PROGRAM

Edgewood Independent School District and South San Antonio Independent School District
San Antonio, Texas

Contact Person: Dr. Maria R. Robledo
Director
IDRA Center for Dropout Prevention & Recovery
(512)684-8180
Suite 350, 5835 Callaghan Rd.
San Antonio, Texas 78228

	Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
		Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
	'84									2					1		X	X
South San Antonio ISD		12.6	2.3	84.6	.2	.2		Urb										
Edgewood ISD		2.4	3.4	94.0	.1	.1		Urb										

Outcomes for Students							Resources for School Staff									Other				Eval-uation
Enrichment					Sch-Work	Equal Oppor														
Disad	G&T	Lang	Hndcp	All			SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Trnsp	
X		X				X	X	X			X	X	X	X	X				X	X

a. GOALS

To demonstrate an effective and efficient method for reaching those youngsters in low income areas who were at high risk of leaving school.

b. ADDRESSES THESE STUDENTS

At risk populations (potential dropouts)

c. BENEFITS FOR STUDENTS

1. Academic skills will be improved.
2. Equal educational opportunity will be enhanced.
3. Self concept will be enhanced.
4. Attendance will improve.
5. Drop-out rate will be lowered.
6. Financial assistance will be paid.

d. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Staff development in the Youth Tutoring Youth was provided.
2. Curriculum was developed/revised.
3. Funding was provided.
4. Morale will be improved.
5. Presentations in classrooms will be provided.
6. Technical assistance is being provided.
7. Student stipends are being paid.
8. Transportation and materials are provided.

e. KEY PRACTICES WITH TEACHERS, ADMINISTRATORS, AND OTHER STAFF

Training support is provided by:
- Coca Cola U.S.A. (Hispanic Advisory Board)
-Coca Cola Bottling Co. of the Southwest
-Congregational Hispanic Caucus
-Intercultural Development Research Association

f. BENEFITS FOR THE BUSINESS

The Hispanic market for Coca Cola was developed.

i. ITEM INSTRUMENTAL IN THE PARTNERSHIP'S SUCCESS

The focus on "at risk" populations

4. PARTNERSHIPS IN EDUCATION
El Paso and Ysleta Independent School Districts
and the
El Paso Chamber of Commerce
El Paso, Texas

Contact Person: Ms. Lorraine Terrill
Community/School Coordinator
(915) 598-4886; 779-4144
P. O. Box 20100
El Paso, Texas 79925

Year Began	Student Ethnicity (%)					Setting			Partnership Staff		(No. of) Cmmnty/Bsns Prtnrs w/This No. of Emplyees/Staff				C of C Invlvd	Staff Trng	Special Budget
	Ang	Blk	Hisp	NA	Asian	Rrl	Urb	Sub	Pd	Vol	1-20	21-100	101-200	201+			
'85	1	24	70				Urb	Sub	2						X	X	X

Outcomes for Students							Resources for School Staff									Other				Eval-uation
Enrichment					Sch-Work	Equal Oppor														
Disad	G&T	Lang	Hndcp	All			SD	TA	Tutor/Aide	Smr Jobs	Spkrs	Morale	Curric	Equip/Mtrls	Funds	Pub Supp	Fndtn	Ware-house	Trnsp	
				X	X			X	X	X	X	X		X	X					X

a. GOALS

1. To provide community support for students
2. To enlist community support for students
3. To share positive aspects of public education
4. To lower barriers that separate schools from other segments of society

b. ADDRESSES THESE STUDENTS

All

c. BENEFITS FOR STUDENTS

1. Academic skills were improved.
2. Learning experiences were enriched.
3. Self concept was enhanced.
4. Attendance was improved.
5. Drop-out rate was lowered.
6. Vocational/career skills were improved.
7. School-to-work transition experiences were provided.

d. KEY PRACTICES FOR STUDENTS

1. The Principal and Chief Executive Officer of the organization discussed needs vs. resources, focusing on projects they would like to see in place for the school year. Programs included recognition efforts for students and faculty; sponsorship of reading programs; field trips; speakers; role models; "special friends"; job interview techniques and career information, etc.
2. Faculty incentive programs sponsored by businesses did a lot to help teachers "buy" into the program. Also, positive effects of good partnership project helped establish the program's credibility. The newsletter was very instrumental in this area.

e. BENEFITS FOR TEACHERS, ADMINISTRATORS, AND OTHER STAFF

1. Funding was provided.
2. Morale was improved.
3. Equipment was contributed.
4. Materials were contributed.
5. Service as volunteer aides was provided.
6. Presentations in classrooms were provided.
7. Technical assistance was provided.
8. Summer jobs for school staff were provided.

9. Positive role models were established.
10. Faculty and student excellence was recognized.
11. Students were allowed to share talents with community partners.

f. BENEFITS TO THE BUSINESS

1. Education/training for staff was provided.
2. Entertainment was provided.
3. Employee/staff morale was improved.
4. Art displays were provided.
5. Luncheons/receptions were provided.
6. Invitations were provided to student programs and athletic events.
7. Assistance in community projects was provided.

g. BENEFITS TO THE COMMUNITY

The program has ended its pilot year with positive publicity for the school district and the business community.

h. ITEM INSTRUMENTAL IN THE PARTNERSHIP'S SUCCESS

Complete support and leadership is provided by the district superintendent